



Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Excel Academy offers a tuition-free, personalized learning independent study model for students in grades TK-12 residing in San Bernardino, Los Angeles, Kern, and Inyo counties. Our high-quality, educational program is rooted in flexible learning, personalized schedules, and proven systems of support.

Our school offers students various options for state-approved curriculum as well as academic and elective services using instructional funds provided by the charter school. With the support and guidance of a highly-qualified credentialed teacher, students build a customized learning plan based on individual educational goals. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. In addition, families meet in person at least once every 20 school days to review assigned work, discuss student learning, celebrate successes, and set goals for the upcoming learning period (LP).

Students enrolled in this school reside in urban, suburban, and rural areas throughout San Bernardino, Los Angeles, Kern, and Inyo counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. On CBEDS day 2020-21, Excel Academy Charter School- Helendale reported an enrollment of 518 students. This includes the enrollment of 39.6% socio-economically

disadvantaged, 3.1% English Learners, 12.2% Special Education, 0.6% Homeless, and 0% Foster Youth. 42.9% of students enrolled in Excel Academy Charter School- Helendale are Hispanic.

Mission Statement:

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

Our Vision:

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

LEARNING: The primary goal of Excel Academy is that each student continues to grow in knowledge, ability, and social/emotional intelligence. Students are encouraged to work any time, any place, and are supported by teachers, curriculum, and staff that will adapt to the uniqueness inherent in every student and learning situation. Excel Academy pursues a learning environment where every student will be challenged by, enjoy, and help direct their own education.

INDEPENDENCE: Excel believes one of the key elements of an optimal education is to place the student in a climate where curiosity and exploration are rewarded. While Excel Academy's curriculum aligns itself to California's academic content standards, each family may avail themselves of alternative or supplemental learning resources that can help prepare each student for the real-life complexities of higher education and the ever-changing job market.

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

EMPOWERMENT: Excel Academy strives to empower students to take ownership of their education and develop not only the appropriate knowledge, skills, and abilities, but also the confidence, creativity, and discipline to help them adapt to the challenges and opportunities of the 21st century.

Reflections: Successes

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

Due to Covid-19, there is no data on the Dashboard for the 2020-2021 school year. We used i-Ready to measure student progress during 2020-2021. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, we demonstrate success in decreasing the percentages of students in Tiers 2 & 3. 30% of our students in Tier 2 and Tier 3 are now on-grade-level in math and 29% of our Tier 2 & 3

students are now on grade level in reading. EACS 95% graduation rate, 0% suspension and expulsion rates, and low absenteeism rate of .02% is a success we are very proud of!

Reflections: Identified Need

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

Due to the COVID 19 pandemic, there are no LCFF Greatest Needs Data results to report. However, we recognize the importance of providing a positive school climate that provides high-quality teachers, clear expectations, frequent communication and effective intervention to ensure that all students are actively engaged in learning.

LCAP Highlights

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

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

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

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

Goal 4: We will ensure that students are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all stakeholders will help ensure proper support is in place to prepare high school students for required internal and state assessments. The goal, as well as the actions and services, focuses on monitoring each student's progress toward graduation and ensuring preparedness for college and career. Continual monitoring of student data to identify struggling students and interventions is central

to keeping students on-track with course completion and their 4-Year Plan towards graduation. Graduation Rate, College/Career Prepared, CTE participation, and CAASPP scores are all metrics we monitor to ensure students are on track to graduation and to achieve their post-graduation goals.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable to Excel Academy Charter School – Helendale

Support for Identified Schools

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

Not Applicable to Excel Academy Charter School – Helendale

Monitoring and Evaluating Effectiveness

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

Not Applicable to Excel Academy Charter School – Helendale

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Excel Academy Charter School is focused on providing effective and meaningful communication that will provide all stakeholders opportunities for input in decision making that concerns the education of our students and the quality of our school program. Communication about opportunities to provide input is provided through social media platforms, and ParentSquare as well as during SSC, ELAC, EPAC, PAC meetings. There were 86 participants in our LCAP Parent Input Survey. 95% of survey respondents agree that there is sufficient parent/teacher communication about opportunities for them to be actively involved in their child's education.

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

PAC: 5/6/2021

SSC: 5/14/2021

ELAC: 5/13/2021

Staff: Weekly LCAP collaboration meetings with LCAP Coordinator and Special Projects Coordinator

School Board LCAP Draft Public Hearing: 6/10/21

School Board LCAP Adoption Public Meeting: 6/24/21

A summary of the feedback provided by specific stakeholder groups.

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

Stakeholder Input:

99.3% of the survey respondents "agree" that Excel provides a rigorous core content curriculum and resources for students to master grade level standards.

99.3% of the survey respondents "agree" that there is excellent communication of academic expectations.

83.2% of survey respondents "agree" that their student(s) set personal academic achievement goals.

86% of the survey respondents "agree" that the WIN program provides the supplemental support that helps students improve in academic areas they may be struggling in.

99.3% of survey respondents "agree" that there is school/teacher communication of opportunities for them to be actively involved in their child's education.

89% of survey respondents "agree" that they feel connected to the school, valued and respected.

99% of survey respondents "agree" that they feel safe and welcome to meet with their child's teachers or school staff to discuss student progress.

99% of survey respondents “agree” that there is regular communication of their student’s progress.
99.3% of survey respondents “agree” that their child’s school has developed a partnership with them to support their child’s academic achievement.
93% of survey respondents “agree” that the school demonstrates good effort in providing opportunities for involvement and input.
98.6% of high school parent survey respondents “agree” that the school provides support for high school students to be on the correct path to graduate from high school and become college and career ready (100% of high school parent respondents 1.4% neither agree or disagree = 98.6%)
95.7% of high school parent survey respondents “agree” that the school provides opportunities for high school students to participate in CTE courses or graduation pathways. (100% of high school parent respondents, 4.3% neither agree or disagree 95.7%)
98% of survey respondents overall agree that the school supports students in their academic goals.
97.2% of survey respondents overall agree that the school provides opportunities for parents to give input and participate in student’s education.

In response to the survey input, the Executive Director responded with a letter to all stakeholders to address trends in the input. The response to input was shared by email and through ParentSquare. There was no input that directly affected the LCAP goals and actions. Besides clarifying questions about the program, the most consistent trend we found was praise for our school and appreciation for all of the resources provided to families. Sample responses include:

“Keep up the great work!”

“Thank you for all you do!”

“I am very satisfied and happy with the school!”

“Excel and the staff are doing a great job! Thank you!”

“We are so very happy with how Excel has supported the individualized education needs of our HS student on achieving his educational goals. Thank you Excel!”

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Program Review: Prior to the finalization of the LCAP, stakeholders participated in a review of the LCAP draft during the ELAC and School Site Council meetings. There was no input that directly affected the LCAP goals and actions. The feedback consisted of clarifying questions about the program and overall support of our school and its programs.

Goals and Actions

Goal

Goal #	Description
1	We will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics.

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 iReady, CAASPP and ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.				Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.				Increase the number of students that have met or exceeded grade level proficiency by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
i-Ready ELA	2021 I-Ready ELA Spring Scores ALL Tier 1: 83% Tier 2: 9.4% Tier 3: 7.6% English Learners Tier 1: 61.5% Tier 2: 23.1% Tier 3: 15.4 % Economically Disadvantaged Tier 1: 78% Tier 2: 11% Tier 3: 10% Students w/ IEPs Tier 1: 63% Tier 2: 10% Tier 3: 27%				Decrease Tier III percentage by 2% each year
i-Ready Math	2021 I-Ready Math Spring Scores ALL Tier 1: 74.9% Tier 2: 15.6% Tier 3: 9.4% English Learners Tier 1: 61.5% Tier 2: 23.1% Tier 3: 15.4%				Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Economically Disadvantaged Tier 1: 72% Tier 2: 14% Tier 3: 14%</p> <p>Students w/ IEPs Tier 1: 53% Tier 2: 15% Tier 3: 33%</p>				
Increase ELPAC levels annually	A baseline will be developed from 2021-22 ELPAC data.				Increase ELPAC proficiency by 2% each year.

Actions

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

Action #	Title	Description	Total Funds	Contributing
3	Broad Course of Study	<p>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)</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum 	\$250,000.00	No
4	Professional Development	<p>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+.</p>	\$23,000.00	Yes
5	Parent Training	<p>1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining the EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training.</p>		Yes
6	Grade Level Curriculum and Instruction	<p>1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.</p>		No

Action #	Title	Description	Total Funds	Contributing
7	Monitoring Student Performance	1.7 Identify, support, and monitor students performing one or more years below grade level through the What I Need (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed Teacher of Record.	\$15,000.00	Yes
8	Needs Assessment - Data Analysis	1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	\$11,050.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	We will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students maintain active engagement to learn and improve their performance.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or decrease Chronic Absenteeism rate of .01%	A baseline will be developed from 2019-20 LCFF Dashboard data. Maintain or decrease chronic absenteeism rate of .01% annually				Maintain an Absenteeism Rate of .01% or lower
Strive for 0% Expulsion Rate each year	A baseline will be developed from 2019-20 LCFF Dashboard data. Maintain 0% Expulsion Rate				Maintain 0% Expulsion Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Strive for 0% Suspension Rate each year	A baseline will be developed from 2019-20 LCFF Dashboard data. Maintain 0% Suspension Rate				Maintain 0% Suspension Rate

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$20,310.00	No
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.	\$3,227,163.00	No
3	Stakeholder Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through ParentSquare, email, the school website, and social media platforms.	\$2,403.00	No
4	Technology	2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	\$59,000.00	No
5	Professional Development	2.5 Professional development in cultural awareness.		No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making for policy and program improvement.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2019-2020 Maintain or increase by 2%				Maintain or Increase by 2%
Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Baseline set 2019-2020 Maintain or increase by 2%				Maintain or Increase by 2%
Safety Plan Review and Training	Annual Review/Updates and Training Dates				Annual Review and Training Date

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder Engagement	3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.		No
2	Stakeholder Partnerships	3.2 We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	\$30,921.60	Yes
3	School Climate	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	\$4,500.00	No
4	Student Services	3.4 Properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$22,234.36	No
5	School Climate and School Safety	3.5 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.		No
6	Communication and Translating Services	3.6 Notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent, upon request by clerical staff.	\$3,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	School Operating Services	3.7 Operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	We will ensure that students are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all stakeholders will help ensure proper support is in place to prepare high school students for required internal and state assessments.

An explanation of why the LEA has developed this goal.

Broad Goal:

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Graduation Rates by 2% each year	Develop a baseline from 2019-20 LCFF Dashboard data Increase the graduation rate by 2%				Increase the graduation rate by 2%
Increase College/Career Prepared students by 2% each year	Develop a baseline from 2019-20 LCFF Dashboard data Increase the % of College/Career Prepared students by 2%				Increase the % of College/Career Prepared students by 2%

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$8,200.00	No
2	High School Graduation	4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	\$127,638.77	No
3	High School Curriculum and Instruction	4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.		No
4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	\$11,000.00	Yes
5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.		Yes

Action #	Title	Description	Total Funds	Contributing
6	A-G and Career Technical Education Courses	4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.		No
7	A-G Courses	4.7 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.		No
8	Needs Assessment - Data Analysis	4.8 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.73%	420,286

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

Goal 1 focuses on providing quality curricula to students and using assessments in reading and math to ensure they are meeting the state standards. Action 1.4 focuses on improving the quality of services through relevant and ongoing professional development that addresses topics such as goal setting, creating pacing guides and best practices for supporting high school students. This action is important for the success of all students, but is particularly important to the achievement of EL, FY, and LI students. Action 1.5 focuses on improving services in quality by providing parent training and workshops to equip parents in all aspects of education, including expectations and requirements, choosing a standards-based curriculum, and how to locate school-sponsored field trips and approved community partners to help enrich the learning experience. ELAC meetings are held regularly to support parents in understanding the EL curriculum, accessing resources, and ensuring they are informed about the reclassification process. This is effective in meeting the needs of these subgroups because when parents are engaged and informed, they are more likely to take advantage of the resources offered and provide valuable input which leads to improved services for their students. Action 1.7 focuses on monitoring and supporting students in the What I Need (WIN) program. Teachers receive updated training each year and monitor students in the program weekly. This action benefits our underrepresented students because if they are behind grade level they receive personalized intervention lessons to fill in learning gaps and support progress in their grade-level curriculum. This ensures that these students receive individualized attention and do not fall through the cracks.

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

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

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,784,749.13			\$30,921.60	\$3,815,670.73

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,436,467.73	\$379,203.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Student Achievement					
1	2	English Learners Foster Youth Low Income	Student Monitoring					
1	3	All	Broad Course of Study	\$250,000.00				\$250,000.00
1	4	English Learners Foster Youth Low Income	Professional Development	\$23,000.00				\$23,000.00
1	5	English Learners Foster Youth Low Income	Parent Training					
1	6	All	Grade Level Curriculum and Instruction					
1	7	English Learners Foster Youth Low Income	Monitoring Student Performance	\$15,000.00				\$15,000.00
1	8	All	Needs Assessment - Data Analysis	\$11,050.00				\$11,050.00
2	1	All	School Climate and Student Engagement	\$20,310.00				\$20,310.00
2	2	All	Certificated and Classified Salaries and Benefits	\$3,227,163.00				\$3,227,163.00
2	3	All	Stakeholder Communication	\$2,403.00				\$2,403.00
2	4	All	Technology	\$59,000.00				\$59,000.00
2	5	All	Professional Development					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Stakeholder Engagement					
3	2	English Learners Foster Youth Low Income	Stakeholder Partnerships				\$30,921.60	\$30,921.60
3	3	All	School Climate	\$4,500.00				\$4,500.00
3	4	All	Student Services	\$22,234.36				\$22,234.36
3	5	All	School Climate and School Safety					
3	6	English Learners	Communication and Translating Services	\$3,250.00				\$3,250.00
3	7	All	School Operating Services					
4	1	All	College and Career Readiness and Career Technical Education	\$8,200.00				\$8,200.00
4	2	All	High School Graduation	\$127,638.77				\$127,638.77
4	3	All	High School Curriculum and Instruction					
4	4	English Learners Foster Youth Low Income	Testing	\$11,000.00				\$11,000.00
4	5	Foster Youth Low Income	Testing					
4	6	All	A-G and Career Technical Education Courses					
4	7	All	A-G Courses					
4	8	All	Needs Assessment - Data Analysis					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$52,250.00	\$83,171.60
LEA-wide Total:	\$52,250.00	\$83,171.60
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Student Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	4	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,000.00	\$23,000.00
1	5	Parent Training	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	7	Monitoring Student Performance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
3	2	Stakeholder Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$30,921.60
3	6	Communication and Translating Services	LEA-wide	English Learners	All Schools	\$3,250.00	\$3,250.00
4	4	Testing	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	\$11,000.00
4	5	Testing	LEA-wide	Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.