



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Excel Academy Charter School - Helendale	California	November 2, 2023	December 14, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Excel Academy Charter School's School Plan for Student Achievement (SPSA) is aligned with the Local Control and Accountability Plan and the Learning Continuity and Attendance Plan. Our school plan for student achievement is focused on providing students with academic support to ensure that our students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Our goals are aligned with our LCAP goals: Goal 1: Increasing student academic achievement; Goal 2: Promote student engagement, high average daily attendance, and a positive school climate; Goal 3: Increase family, community connections and partnerships; Goal 4: Ensure students are on track to graduate.

Based on the 21/22 enrollment, due to our large concentration of 250 out of 612 students ( 40.8% ) Socioeconomically Disadvantaged enrollment, Excel Academy Charter School qualified for Title I, Part A funds to assist in meeting students' educational goals.

Evaluating the effectiveness of the Title I SWP plan will be an ongoing process that includes weekly teacher monitoring of student work and course completion, monitoring and support from the leadership team, and the Schoolsite Council (SSC).

The LCAP input survey and annual review of the LCAP goals and action steps/services will be monitored annually.

Schoolsite Council (SSC) Meeting to review and approve SPSA: 11/2/2023

SPSA Governing Board Approval: 12/14/2023

Educational Partners Input Survey: 3/2024

Schoolwide Input Survey: 6/2024

Governing Board SWP Waiver: 12/09/21

LCAP Alignment, Annual Review, SSC Input: 5/2/2024

LCAP Governing Board Public Meeting for Input: 6/2024

LCAP Governing Board Public Meeting for Approval: 6/2024

LCAP Budget Overview for Parents: 6/2024

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Educational Partners LCAP Input Survey was provided in March of 2023 and the Schoolwide Input Survey was completed by parents and stakeholders in June of 2023. The results indicated that 98% of those who completed the survey were highly satisfied with the education students receive at Excel Academy Charter School (EACS), which includes but is not limited to the vetted and paced curriculum, communication, and the interventions in place. The survey results indicated that the ELD program and "What I Need" (WIN) Intervention program were successful because students and parents felt supported. English Learner (EL) students were provided with the necessary resources and curriculum for English language development, and students needing supplemental academic, foster youth, family hardship, mental health, and social emotional support were provided the necessary resources and guidance by the assigned credentialed teacher and department leads. 97% of respondents feel their teacher communicates regularly about meetings, opportunities, and events, and partners to support their student's academic learning and achievement. Areas indicated for improvement were related to the request for additional connection opportunities to increase engagement and continued streamlined communication.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Through the use of pacing guides, frequent communication, and monthly meetings with the Teacher of Record (ToR), home educator, and student(s), we have been able to ensure our students are well supported. Virtual Teachers are working directly with their roster of students daily. Based on our frequent observations, EACS has been able to provide timely equity based resources and interventions, devices and connectivity, additional counseling, food resources, accommodations, student success team meetings, as well as academic interventions.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through the use of pacing guides, frequent communication, and monthly meetings with the Teacher of Record (ToR), home educator, and student(s), we have been able to ensure our students are well supported. Virtual Teachers are working directly with their roster of students daily. Based on our frequent observations, EACS has been able to provide timely equity based resources and interventions, devices and connectivity, additional counseling, food resources, accommodations, student success team meetings, as well as academic interventions.

Excel Academy Charter School (EACS) students in grades K-11 take the i-Ready reading and math diagnostic benchmark assessments in September or upon enrollment to determine strengths and any gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program called WIN, an acronym for "What I Need." This program is assigned by our Intervention Department based upon data analysis. It requires students to choose an intervention curriculum from our menu of approved options and complete additional personalized lessons each week. Online intervention curriculum options include: Thinkwell Math, ReadLive, MobyMax, i-Ready, and/or tutoring.

Schoolwide subscriptions for additional practice include: Mystery Science, BrainPop, Generation Genius, MobyMax, SuperTeacher, Studies Weekly, Disney CodeIllusion, PearDeck, Virtual Course Training, Starfall, and Tutor.com.

Our compliance process also serves to identify students in need and provide the necessary support in a timely manner. Families who fail to follow agreed-upon policies and procedures (i.e. missed meetings, no contact, less than 70% work completion) receive a Progress Improvement Notification (PIN) from the school which serves to inform them of the needed improvement. The teacher works with the family in an attempt to resolve the issue and prevent future infringements. If a second PIN is issued, a Student Success Team (SST) or other meeting is held to create a plan of support. If a 3rd PIN is issued, it is sent to the parents by certified mail and an internal evaluation is conducted, at which point the student may be eligible for involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to get the student back on track before the gap widens. In response to absences, the Executive Director and administrative cabinet work together to review and update relevant policies that are then presented to the Board of Directors for review and approval (i.e. EACS - 6115 Attendance, Progress Improvement Notification (PIN), Involuntary Withdrawal Policy, etc.).

## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Students complete assignments, quizzes, and tests as required through their individualized personal learning plan. EACS student assessments are a combination of core-skills diagnostic and formative assessment, state testing, curriculum-embedded assessments, and collection of student work products. All of these data points are analyzed and used to create individual student learning plans, to inform parents, and to inform reflective program evaluation and continuous improvement. Students who are not on pace are supported through the Multi-tiered Student Support (MTSS) process. SST meetings are conducted to identify barriers in students learning and to put supports in place to help guide the student's academic success. Teachers of Record and our administrative staff work to support and monitor the progress of all students including those who are not on pace with their individually developed learning plan. The teachers work with the students and families to create assignments which help the students experience success in meeting state standards.

English Learner (EL) students, using the ELD curriculum and live instruction, are monitored to make sure that they are progressing properly and are provided additional assistance as needed. Students are provided online curriculum and weekly live instruction to strengthen reading, writing, listening, and speaking skills.

The staff strives to foster student learning by partnering closely with students and parents. Students who have an Individualized Education Plan (IEP) are provided an annual IEP meeting with the Special Education Team. EACS is committed to serving all students, including those with special needs.

We have MTSS procedures in place to support students who may be struggling, not only academically, but socially and emotionally as well. Teachers refer students to personnel who are trained to identify potentially concerning behavior and refer families to the appropriate local resources to support them.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

EACS recruits and retains highly qualified multiple and single subject teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

EACS exceeds performance goals based on the additional implementation of professional development opportunities that were set in place for the administration, teachers, and staff.

ToRs are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers were previously trained in using Zoom, Google G Suite, and Beehively to communicate effectively with parents and students. ToRs received professional development on tips and tricks within Google, best practices for project and time management, and updates on the platform for our ordering system, OPS. In addition, ToRs were instructed on how to find important high school resources in our Shared Drive, how to utilize Turnit-In to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the fall i-Ready Benchmarks in math and/or reading. This included updates on how to use and monitor online programs used to support struggling students (i.e. i-Ready, Thinkwell Math, MobyMax, and ReadLive, and Starfall).

In addition, teachers and staff are required to participate in SafeSchool Training Modules every year on the following topics: Sexual Harassment Prevention , Active Shooters, School Intruders, Bloodborne Pathogen Exposure Prevention, Mandated Reporter: Child Abuse and Neglect, Medication Administration: Epinephrine Auto-Injectors, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Diversity Awareness: Staff to Student, and Sensitivity Awareness.

In addition, EACS has added specific trainings for the Administrative staff which are specific trainings associated with their department role which includes: Conflict Management: Managing the Angry Parent, Email and Messaging Safety, and Cyberbullying. The SafeSchool Trainings on Child Abuse and Neglect, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Prevention, and Postvention all enable teachers to best meet the needs of our at-risk students.



Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

EACS exceeds performance goals based on the additional implementation of professional development opportunities that were set in place for the administration, teachers, and staff.

The following are a few of the professional development sessions that have been attended based on assessed student performance and current needs. The learnings from these webinars were then shared out to the staff and/or implemented.

Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc.

SDCOE: Charter School Networking Meeting Series, Instructional Network Webinar, Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; AB 1808: Suicide Prevention Virtual Training

YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension)

Pryor Learning: Diversity Matters Series, Management & Leadership Training, Improving Memory & Productivity

Administration -

ACSA Superintendent's Symposium

ACSA Every Child Counts Symposium

Assessment and Accountability Series

Superintendents' and High School Leaders' Summit

FRISK

APLUS Network Conference - Annually

CCSA Conference - Annually

CSDC Leadership Conference - Annually

CTE Conference - Annually

SELPA

UC Counselor Conference

Student Mental Wellness Conference

CCEMC Dual Enrollment Summit

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meets performance goals

Our Intervention Coordinator, who acts as the Title I Coordinator/Homeless Liaison, attends training hosted by SDCOE, as well as community and state organizations. This information is shared with the staff in professional development and staff meetings, and in individual conversations to address the needs of our students. Proactive mental health support will be provided for all students covered under McKinney-Vento. Additionally, teachers receive several trainings through the year specific to analyzing EL and other supplemental curriculum progress.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

EACS exceeds performance goals based on the additional implementation of opportunities to provide effective collaboration for all teachers.

Teacher collaboration occurs during All Staff Professional Development meetings that occur throughout the school year, in addition to school summits to discuss curriculum, instruction, and assessments. During monthly Regional Meetings, teachers collaborate to review school governance, curriculum, instruction, assessment, and school climate. Monthly Cabinet and department meetings are held to collaborate and make informed decisions for the school. The Education Department, High School Department, Intervention Department, and Assessment Department engage in department meetings and offer weekly office hours for teachers to ask questions, share insight, and seek input on student progress. Information that is discussed and decided is shared with the staff during professional development training.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meets performance goals

All curriculum used by EACS are research based, vetted, and chosen to personalize the experience of reaching performance standards for our students. The diagnostic results from i-Ready are used to determine student progress, growth, and to identify gaps in student achievement. Support through ELD curriculum, intervention, or acceleration are then implemented.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meets performance goals

EACS closely monitors student attendance and pace of completion to evaluate student academic progress and achievement through the personalized and virtual learning paths. Home educators are given the required amount of instructional minutes. Students who are off pace are supported through the MTSS process. Due to the important role of the parent, EACS teachers and administration effectively and efficiently follow up with students who are not making adequate progress each Learning Period so that the student can get them back on track. Home educators who fail to follow agreed upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a PIN from the school. A meeting is then held with the assigned teacher and parent to attempt to resolve the issue. If a second PIN is issued, a Student Success Team (SST) or other meeting is held to create a plan of support. If a 3rd PIN is issued, an internal evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. If it is deemed that it is not in the student's best interest to remain in independent study, the student may be eligible for involuntary withdrawal.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meets performance goals

Each student on the personalized and virtual learning paths has a personalized learning plan that is developed collaboratively between the teacher, parent, and student. Required minutes may be met through a flexible schedule that works best for the individual student. Teachers work with all educational partners, including the student, to set goals, select a high school path, and create a graduation plan. SST meetings are conducted to troubleshoot barriers in students reaching expectations. All students not making sufficient progress are required to participate in a supplemental intervention tailored to address their specific needs. The interventions in place are closely monitored by the assigned teacher as well as the Intervention Department.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meets performance goals

Numerous standards aligned and research based curricula are provided to all EACS students in order to best meet students' unique needs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meets performance goals

EACS utilized curricula that are standards aligned and accessible to accommodate their unique needs.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Exceeds performance goals based on the live instruction that was coupled with the resources and interventions provided to students performing one plus grade levels below the current grade level.

Intervention curricula has been carefully researched and chosen based on the data pulled from the i-Ready benchmark diagnostic assessments. To ensure equal and equity based educational access, teachers and intervention support staff identify the need for additional instruction in the core subject areas based on reviewing the score reports and assessment data to identify the students who are one year or more behind grade level. These identified students are placed into the WIN intervention program. There are several options depending on what skill areas within the identified subject and domains need to be sharpened for that student. A student who enters the WIN program must complete 75 minutes in that supplemental curriculum each week in order to meet grade level standards.

EACS takes great pride in establishing programs that are geared to meeting the needs of all individual students. Credentialed teachers will be working with students virtually to provide weekly engagement in academic learning lessons that will focus on specific areas of need (i.e SEL and ELA instruction). Other activities that are implemented and necessary to maintain continuity of services include English Learner engagement in weekly virtual lessons, weekly interventions in reading, writing, and mathematics, direct instruction in core subjects, and special education services. Weekly intervention classes will target students who have fallen into tier 2 (one grade level below current grade level) and tier 3 (two plus grade levels below current grade level) in English Language Arts (ELA) based on the i-Ready diagnostic internal benchmark assessment data. In addition, weekly classes for English Learner students who are emerging, expanding, and building English proficiency proficiency in reading, writing, listening, and speaking will participate in live lessons.

Evidence-based educational practices to raise student achievement

Meets performance goals

Through a collaborative effort, Excel Academy's Executive Director, Directors, Principals, Department Leads, Coordinators, and teachers share best practices which home educators are then able to utilize for positive results with their students. Accessing the Multi-Tiered System of Support (MTSS), CDE MTSS, and What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>) websites provide guidance in identifying interventions that would support low socioeconomic, foster youth, and English Learners. With the support of the Guidance Counselors and a Title I Coordinator, our quality of monitoring and supporting students has increased by growth of services provided to our student groups. As a result, we expect to see continued improvement in student engagement, course completion, attendance, student achievement, and an increase in our graduation rate.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meets performance goals

All students have access to core curriculum, books, workbooks, and other curriculum materials. Students who are on the virtual path learn directly from a credentialed teacher. In addition, the i-Ready diagnostic provides results on how the student is currently performing in math and English language arts. Any students who score one year below grade level are monitored more carefully by the teacher and held accountable to complete additional lessons each week. Information is regularly communicated to families through Beehively. Within Beehively, all information can be translated instantly into Spanish. All other languages can be translated as needed and upon request. In addition, our Administrative staff, including our Intervention and Title I Coordinator and counselors, are able to provide families with assistance to community resources, technology support, or mental health resources to best accommodate our at-risk populations. Due to the important role of the parent, we are quick to follow up with students who are not making adequate progress each Learning Period. The assigned teacher works diligently with the student and parent providing necessary resources, guidance, and supports to get the student back on track. Students/Parents who fail to follow agreed upon guidelines (i.e. missed meetings, no contact, less than 70% work) receive a PIN from the school. A meeting is then held with the teacher and parent to attempt to resolve the issue. When a second PIN is issued, a SST meeting is held with the Intervention Coordinator and/or Principal, the parent, and the teacher. If a 3rd PIN is issued, an internal evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. If it is deemed that it is not in the student's best interest to remain in independent study, the student may be eligible for involuntary withdrawal. With this procedure and policy in place, any learning loss is quickly identified and addressed to reengage the student and get the student back on track before the gap widens.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meets performance goals

EACS seeks parent input and assesses our level of stakeholder engagement through participation in surveys, parent meetings, and participation in teacher and parent meetings (i.e. Schoolsite Council (SSC), Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), School Board).

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Meets performance goals

Our Intervention and Title I Coordinator monitors data, engages, and provides support for all at-risk students (i.e. low-income, tier II, tier III, EL, homeless, foster).

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's Title I status and Title I policies:  
Schoolsite Council (SSC) Meeting 9/7/2023

Support with the alignment of the Title I plan, the LCAP was provided by the LCAP Coordinator  
SSC Meeting to review and approve SPSA: 11/2/2023

Governing Board Meeting to present the SPSA: 12/14/2023

English Learner Advisory Council (ELAC) Meeting: 11/1/2023

Title I Parent and School Compact Board approved: Adopted 5/14/2020 - updated and board approved on 12/8/2022

Family and Parent Engagement Policy approved: Adopted 5/14/2020 - updated and board approved on 12/8/2022

To ensure parents have the opportunity to provide input, communication of the following meetings is shared through a variety of platforms, such as the school website, school social media, Beehively, and teacher meetings. All of these meetings are held through Zoom and are accessible by teleconference, mobile phone, computer, or technology device.

In addition, all educational partners are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Schoolsite Council (SSC), and Parent Advisory Council (PAC) meetings. Invitations are sent from the teacher, and through Beehively and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. Many of these presentations are recorded and posted on the website under the Board Governance heading.

EACS collected parent survey feedback to assess family needs and address them. In addition, we created an easily accessible form on our website where families can request support. Through Beehively, all documents can be translated into Spanish immediately. Translation in any other language is provided upon request. The ELAC meeting was held on November 1, 2023 and the SSC meeting was held on November 2, 2023. The plan was discussed, and upcoming boarding meetings were announced at both meetings.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

To ensure that our students have a fair, equal, equitable, and significant opportunities to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments, we frequently review and respond based on available data.

Ongoing communication between teachers, parents, and students ensure that the department leads and administrative team are aware of specific student academic, social-emotional, and mental health needs. Students are provided with the necessary interventions, supports, and wrap around services and resources based on individual needs.

The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement is shared, as well as the school's proposed action to address any barriers to learning or gaps in achievement. The board and the Executive Director then work with staff to create goals and plans to allocate resources (funding, materials, or teachers) to address the needs.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1	0	0
African American	2.3%	2.45%	2.75%	12	15	15
Asian	13.7%	13.73%	11.38%	71	84	62
Filipino	0.8%	1.14%	1.1%	4	7	6
Hispanic/Latino	42.9%	44.61%	47.34%	222	273	258
Pacific Islander	0.6%	0.98%	0.55%	3	6	3
White	25.5%	24.51%	22.75%	132	150	124
Multiple/No Response	12.0%	9.64%	11.19%	62	59	61
<b>Total Enrollment</b>				518	612	545

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	65	77	73
Grade 1	46	66	53
Grade 2	47	60	56
Grade3	54	61	54
Grade 4	52	66	44
Grade 5	41	49	54
Grade 6	54	49	43
Grade 7	41	47	43
Grade 8	39	38	34
Grade 9	23	29	24
Grade 10	24	25	27
Grade 11	17	25	23
Grade 12	15	20	17
<b>Total Enrollment</b>	518	612	545

### Conclusions based on this data:

1. EACS will continue to focus on enrollment and retention.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	16	28	17	3.1%	4.6%	3.1%
Fluent English Proficient (FEP)	58	69	62	11.2%	11.3%	11.4%
Reclassified Fluent English Proficient (RFEP)	7			43.8%		

### Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53	63	55	0	61	55	0	61	55	0.0	96.8	100.0
Grade 4	47	64	44	0	63	44	0	63	44	0.0	98.4	100.0
Grade 5	40	48	53	0	47	52	0	47	52	0.0	97.9	98.1
Grade 6	50	48	44	0	46	44	0	46	44	0.0	95.8	100.0
Grade 7	40	41	45	0	40	45	0	40	45	0.0	97.6	100.0
Grade 8	34	32	33	0	30	32	0	30	32	0.0	93.8	97.0
Grade 11	16	19	26	0	17	24	0	17	23	0.0	89.5	92.3
All Grades	280	315	300	0	304	296	0	304	295	0.0	96.5	98.7

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2433.	2434.		31.15	36.36		21.31	20.00		27.87	20.00		19.67	23.64
Grade 4		2478.	2480.		31.75	38.64		22.22	18.18		22.22	13.64		23.81	29.55
Grade 5		2536.	2534.		36.17	25.00		29.79	36.54		14.89	26.92		19.15	11.54
Grade 6		2548.	2536.		21.74	22.73		41.30	29.55		26.09	22.73		10.87	25.00
Grade 7		2567.	2599.		22.50	28.89		35.00	37.78		27.50	24.44		15.00	8.89
Grade 8		2587.	2603.		20.00	21.88		43.33	46.88		16.67	21.88		20.00	9.38
Grade 11		2610.	2639.		29.41	39.13		35.29	26.09		29.41	21.74		5.88	13.04
All Grades	N/A	N/A	N/A		28.29	30.17		30.59	30.17		23.36	21.69		17.76	17.97

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		26.23	34.55		62.30	49.09		11.48	16.36
<b>Grade 4</b>		28.57	22.73		65.08	59.09		6.35	18.18
<b>Grade 5</b>		38.30	21.15		51.06	73.08		10.64	5.77
<b>Grade 6</b>		28.26	25.00		56.52	52.27		15.22	22.73
<b>Grade 7</b>		22.50	35.56		67.50	62.22		10.00	2.22
<b>Grade 8</b>		33.33	21.88		53.33	68.75		13.33	9.38
<b>Grade 11</b>		*	*		*	*		*	*
<b>All Grades</b>		29.28	27.80		59.87	60.00		10.86	12.20

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		18.03	27.27		55.74	45.45		26.23	27.27
<b>Grade 4</b>		14.29	11.36		58.73	59.09		26.98	29.55
<b>Grade 5</b>		29.79	30.77		44.68	51.92		25.53	17.31
<b>Grade 6</b>		21.74	13.64		54.35	59.09		23.91	27.27
<b>Grade 7</b>		25.00	24.44		47.50	62.22		27.50	13.33
<b>Grade 8</b>		20.00	28.13		56.67	56.25		23.33	15.63
<b>Grade 11</b>		*	*		*	*		*	*
<b>All Grades</b>		21.05	24.41		53.95	53.90		25.00	21.69

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		14.75	14.55		67.21	70.91		18.03	14.55
<b>Grade 4</b>		17.46	13.64		68.25	72.73		14.29	13.64
<b>Grade 5</b>		21.28	21.15		70.21	76.92		8.51	1.92
<b>Grade 6</b>		23.91	11.36		69.57	81.82		6.52	6.82
<b>Grade 7</b>		5.00	33.33		87.50	62.22		7.50	4.44
<b>Grade 8</b>		10.00	18.75		80.00	75.00		10.00	6.25
<b>Grade 11</b>		*	*		*	*		*	*
<b>All Grades</b>		16.12	18.98		72.37	73.22		11.51	7.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.11	14.55		73.77	65.45		13.11	20.00
Grade 4		11.11	20.45		76.19	65.91		12.70	13.64
Grade 5		29.79	19.23		61.70	63.46		8.51	17.31
Grade 6		19.57	27.27		73.91	59.09		6.52	13.64
Grade 7		27.50	37.78		70.00	46.67		2.50	15.56
Grade 8		26.67	28.13		56.67	65.63		16.67	6.25
Grade 11		*	*		*	*		*	*
All Grades		20.07	23.73		70.07	61.69		9.87	14.58

**Conclusions based on this data:**

1. EACS works diligently to ensure that we meet the participation requirement set by the state. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53	63	55	0	61	55	0	61	55	0.0	96.8	100.0
Grade 4	47	64	44	0	63	44	0	63	44	0.0	98.4	100.0
Grade 5	40	48	53	0	47	52	0	47	52	0.0	97.9	98.1
Grade 6	50	48	44	0	46	44	0	46	44	0.0	95.8	100.0
Grade 7	40	41	45	0	40	45	0	40	45	0.0	97.6	100.0
Grade 8	34	32	33	0	30	32	0	30	32	0.0	93.8	97.0
Grade 11	16	19	26	0	16	23	0	16	23	0.0	84.2	88.5
All Grades	280	315	300	0	303	295	0	303	295	0.0	96.2	98.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2435.	2444.		27.87	27.27		27.87	29.09		8.20	21.82		36.07	21.82
Grade 4		2498.	2462.		28.57	22.73		28.57	25.00		25.40	27.27		17.46	25.00
Grade 5		2511.	2532.		21.28	26.92		23.40	21.15		25.53	32.69		29.79	19.23
Grade 6		2535.	2525.		19.57	25.00		21.74	20.45		30.43	25.00		28.26	29.55
Grade 7		2544.	2567.		22.50	24.44		25.00	24.44		25.00	35.56		27.50	15.56
Grade 8		2572.	2564.		23.33	21.88		26.67	25.00		20.00	21.88		30.00	31.25
Grade 11		2520.	2597.		6.25	26.09		6.25	8.70		25.00	30.43		62.50	34.78
All Grades	N/A	N/A	N/A		23.43	25.08		24.75	23.05		22.11	27.80		29.70	24.07

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.79	29.09		36.07	50.91		31.15	20.00
Grade 4		33.33	27.27		46.03	40.91		20.63	31.82
Grade 5		29.79	32.69		36.17	48.08		34.04	19.23
Grade 6		19.57	20.45		50.00	47.73		30.43	31.82
Grade 7		22.50	26.67		47.50	57.78		30.00	15.56
Grade 8		26.67	25.00		40.00	46.88		33.33	28.13
Grade 11		*	*		*	*		*	*
All Grades		27.06	27.12		41.58	48.14		31.35	24.75

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.51	30.91		42.62	50.91		27.87	18.18
Grade 4		30.16	27.27		49.21	40.91		20.63	31.82
Grade 5		23.40	28.85		59.57	59.62		17.02	11.54
Grade 6		15.22	11.36		60.87	65.91		23.91	22.73
Grade 7		22.50	20.00		50.00	62.22		27.50	17.78
Grade 8		23.33	25.00		46.67	59.38		30.00	15.63
Grade 11		*	*		*	*		*	*
All Grades		24.42	24.75		51.49	55.59		24.09	19.66

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.87	23.64		45.90	54.55		26.23	21.82
Grade 4		26.98	29.55		53.97	43.18		19.05	27.27
Grade 5		17.02	23.08		63.83	59.62		19.15	17.31
Grade 6		15.22	22.73		63.04	61.36		21.74	15.91
Grade 7		20.00	31.11		62.50	48.89		17.50	20.00
Grade 8		30.00	12.50		43.33	62.50		26.67	25.00
Grade 11		*	*		*	*		*	*
All Grades		22.11	23.73		56.44	54.58		21.45	21.69

**Conclusions based on this data:**

- EACS works diligently to ensure that we meet the participation requirement set by the state. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	*	9	6	
1	*	*	*	*	*	*	*	*	*	4	*	*	
2		*	*		*	*		*	*		4	*	
3		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	4		
5		*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*		*	*		*	*		*	*		*	
All Grades											17	29	19

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*	*		*
All Grades	35.29	31.03	50.00	58.82	34.48	27.78	5.88	24.14	16.67	0.00	10.34	5.56	17	29	18

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*	*		*
<b>All Grades</b>	70.59	44.83	38.89	11.76	17.24	44.44	17.65	20.69	11.11	0.00	17.24	5.56	17	29	18

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*	*		*
<b>All Grades</b>	23.53	27.59	38.89	58.82	27.59	16.67	17.65	37.93	38.89	0.00	6.90	5.56	17	29	18



Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*
<b>All Grades</b>	41.18	41.38	33.33	58.82	44.83	61.11	0.00	13.79	5.56	17	29	18

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*
<b>All Grades</b>	64.71	44.83	55.56	29.41	34.48	33.33	5.88	20.69	11.11	17	29	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*
All Grades	47.06	27.59	44.44	52.94	48.28	50.00	0.00	24.14	5.56	17	29	18

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*
All Grades	41.18	37.93	44.44	58.82	58.62	50.00	0.00	3.45	5.56	17	29	18

**Conclusions based on this data:**

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>612</b>	<b>40.8</b>	<b>4.6</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Excel Academy Charter School - Helendale.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	28	4.6
<b>Foster Youth</b>		
<b>Homeless</b>	5	0.8
<b>Socioeconomically Disadvantaged</b>	250	40.8
<b>Students with Disabilities</b>	71	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	15	2.5
<b>American Indian</b>		
<b>Asian</b>	84	13.7
<b>Filipino</b>	7	1.1
<b>Hispanic</b>	273	44.6
<b>Two or More Races</b>	59	9.6
<b>Pacific Islander</b>	6	1.0
<b>White</b>	150	24.5

**Conclusions based on this data:**

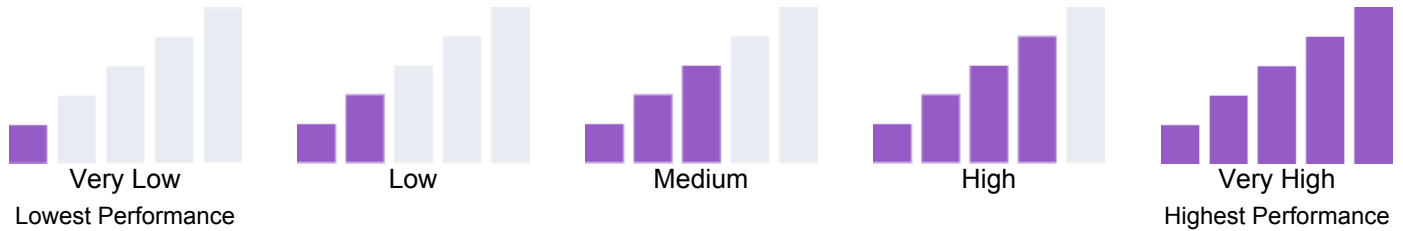
1. EACS continues to focus on attendance, retention, and providing instruction that is equitable for all students.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  High	<b>Graduation Rate</b>  No Performance Level	<b>Suspension Rate</b>  Very Low
<b>Mathematics</b>  Medium	<b>Chronic Absenteeism</b>  Very Low	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

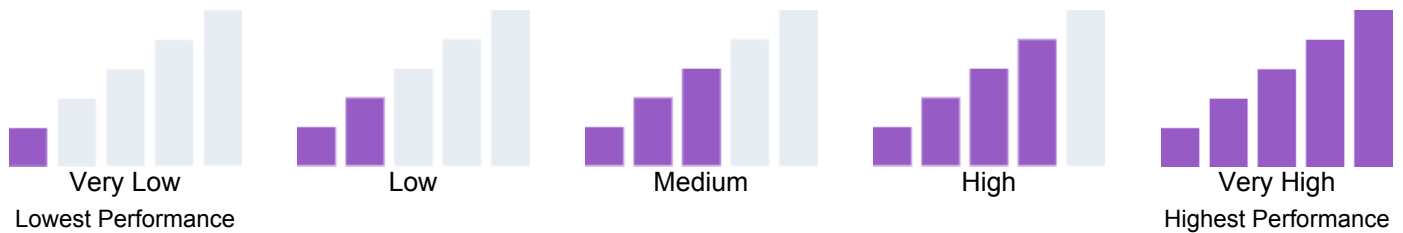
1. In 2022 and 2023, EACS students participated in the CAASPP/SBAC assessments. EACS works diligently to ensure that we meet the participation requirement set by the state. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores.

# School and Student Performance Data

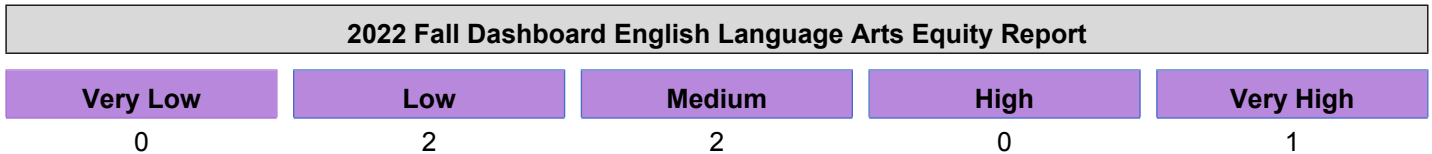
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

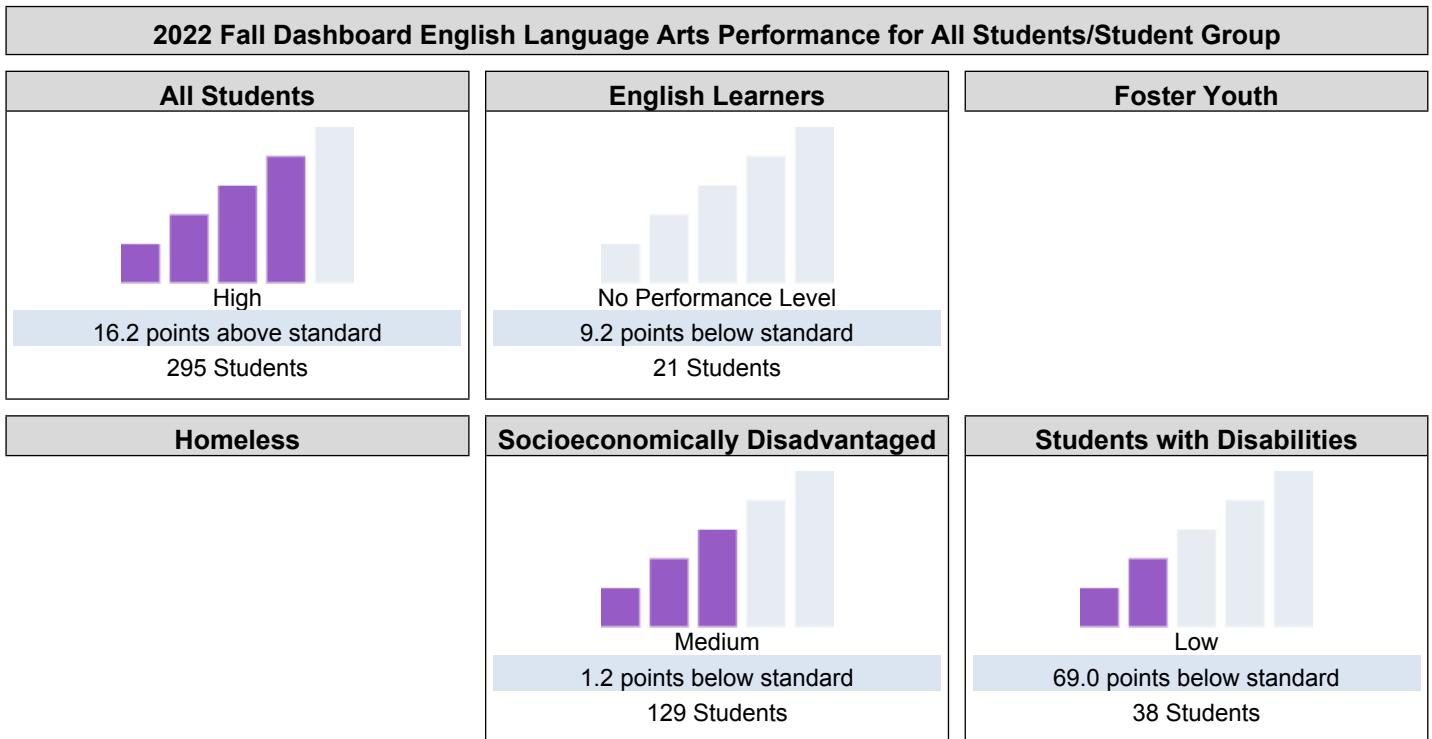
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



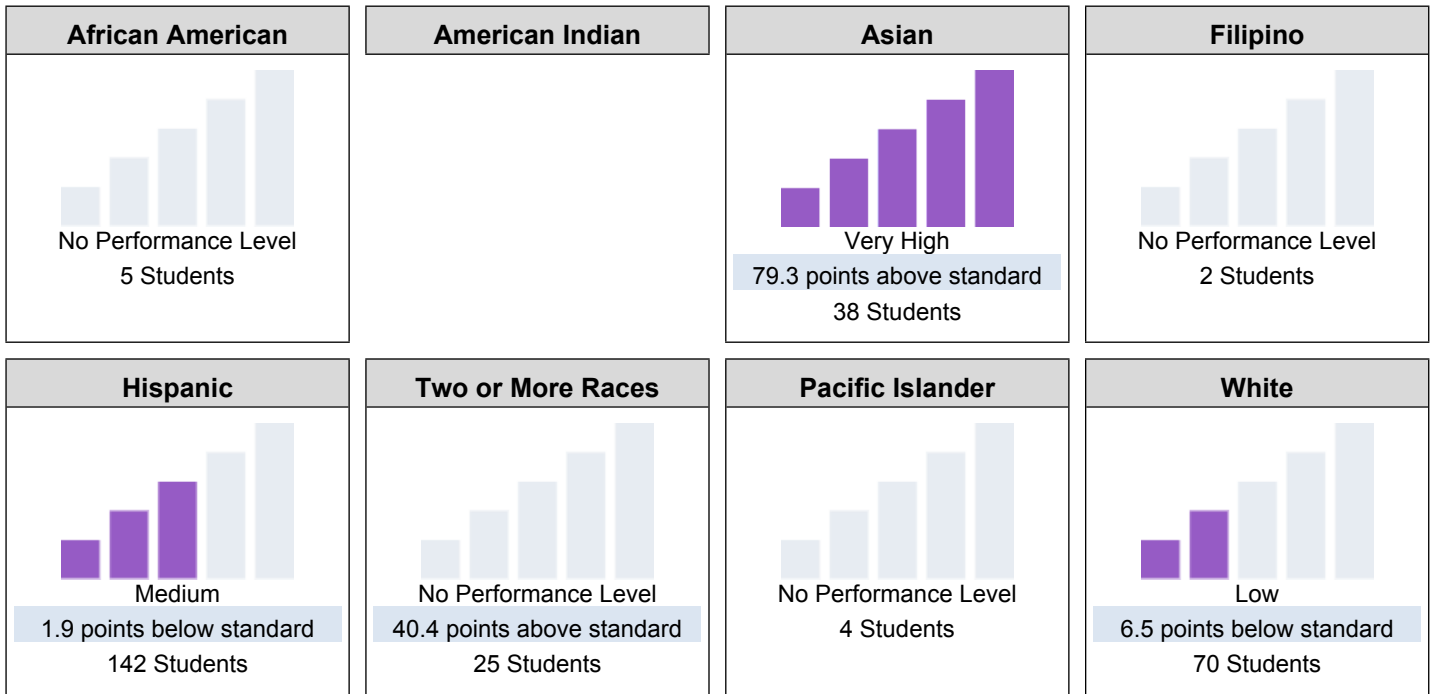
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
7 Students	49.5 points above standard 14 Students	14.0 points above standard 247 Students

**Conclusions based on this data:**

1. EACS students participated in the CAASPP/SBAC assessments. EACS works diligently to ensure that we meet the participation requirement set by the state. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores.

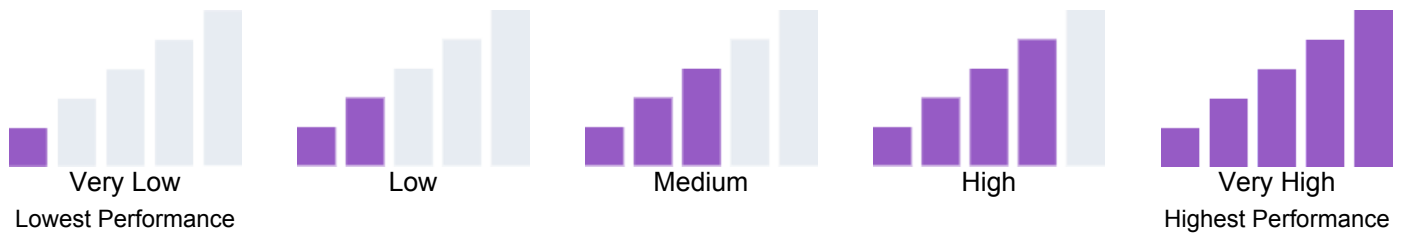


# School and Student Performance Data

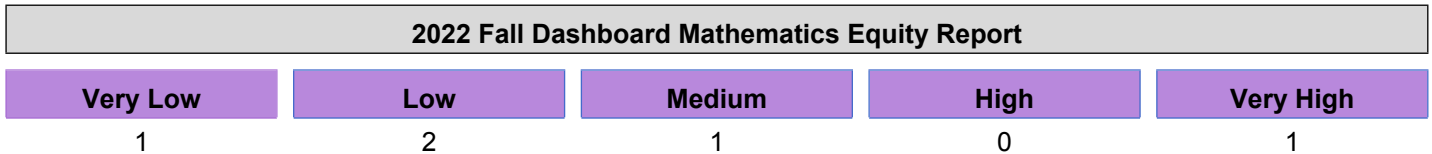
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

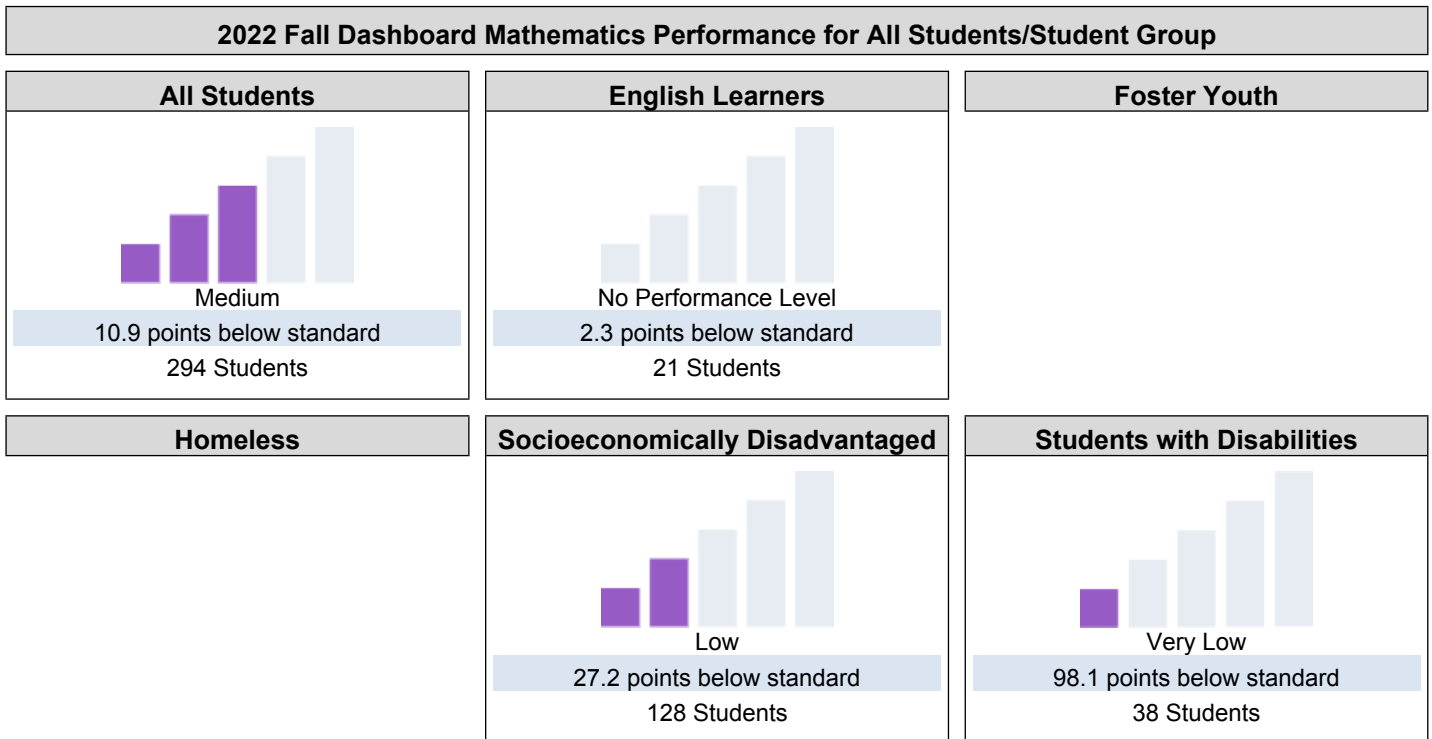
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



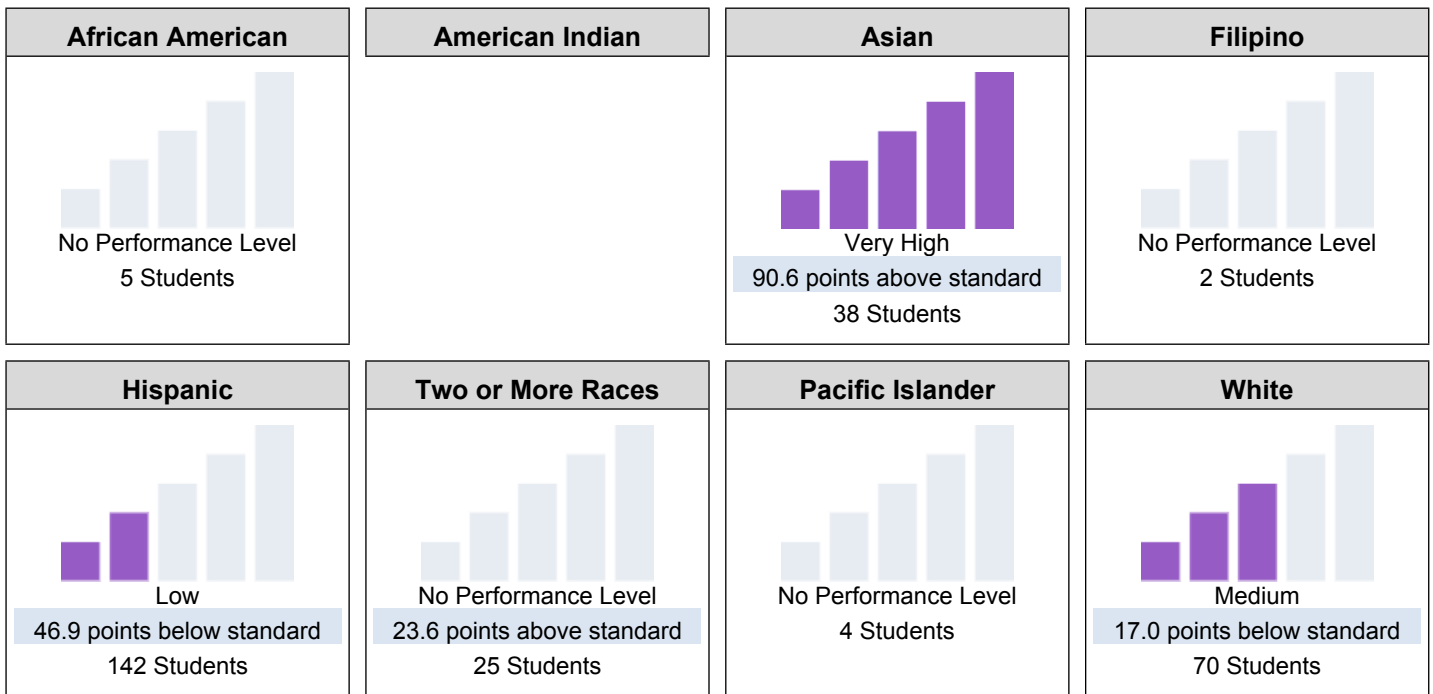
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	53.5 points above standard 14 Students	17.4 points below standard 246 Students

**Conclusions based on this data:**

- EACS students participated in the CAASPP/SBAC assessments. EACS works diligently to ensure that we meet the participation requirement set by the state. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores.

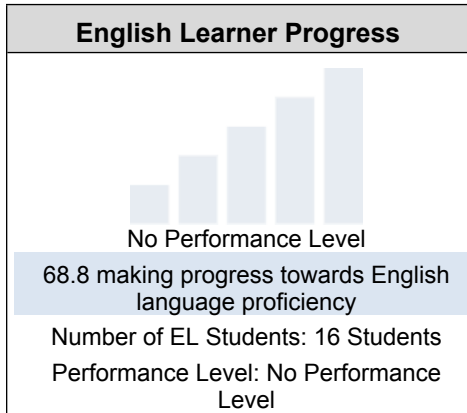
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5%	18.8%	6.3%	62.5%

#### Conclusions based on this data:

- EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. Individual student progress is monitored and interventions are in place.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

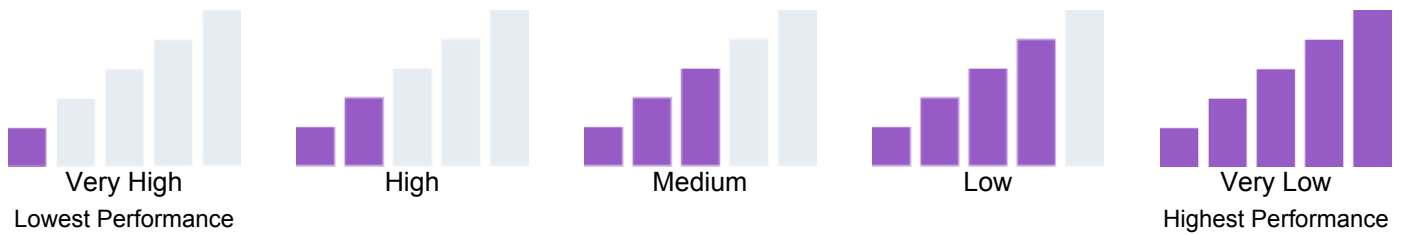
1. Small cohort population

# School and Student Performance Data

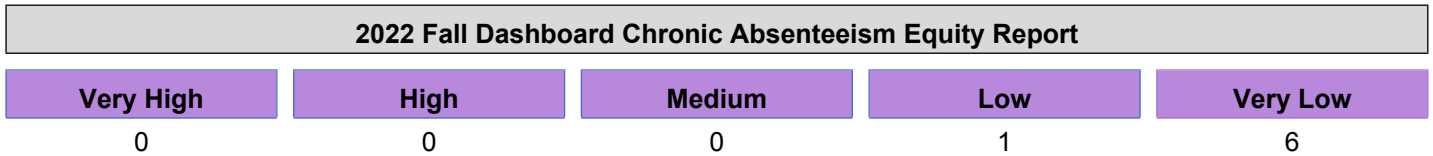
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

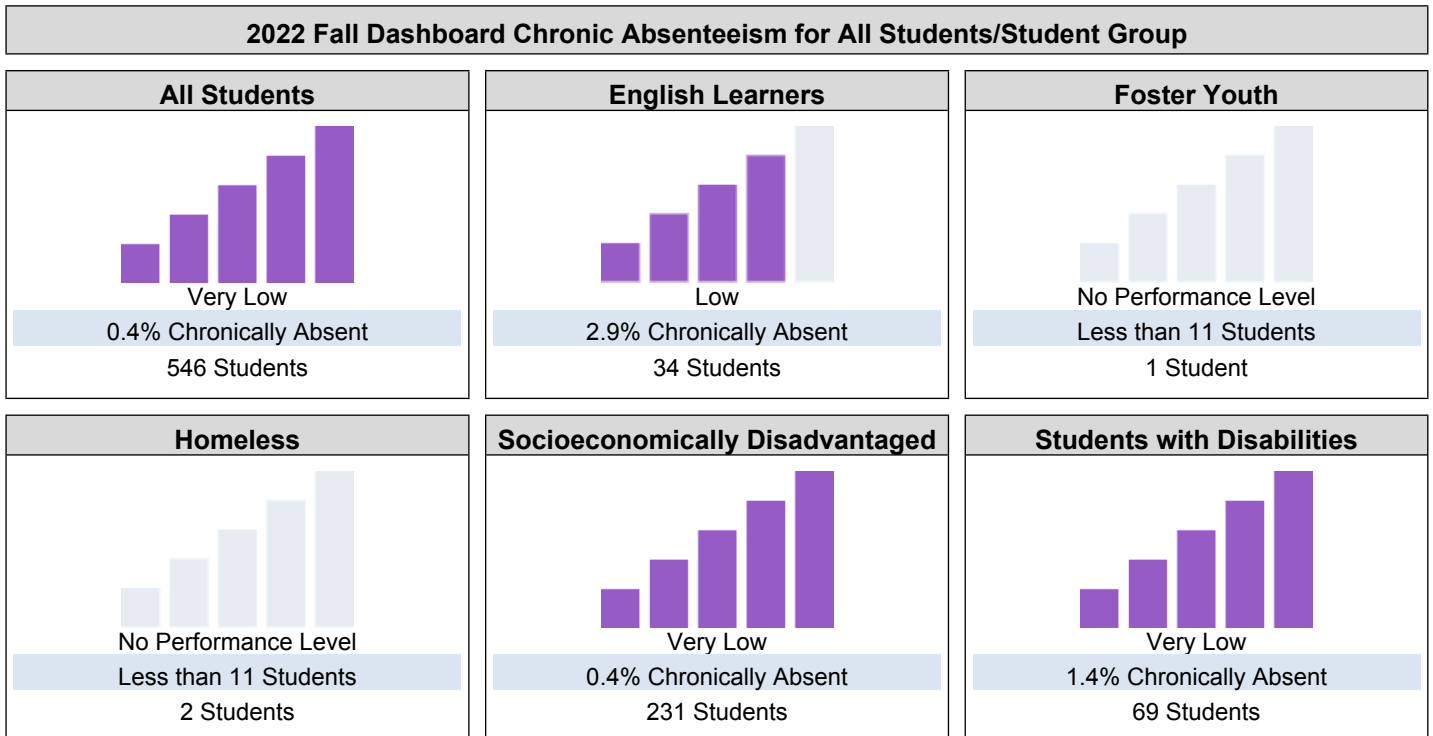
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



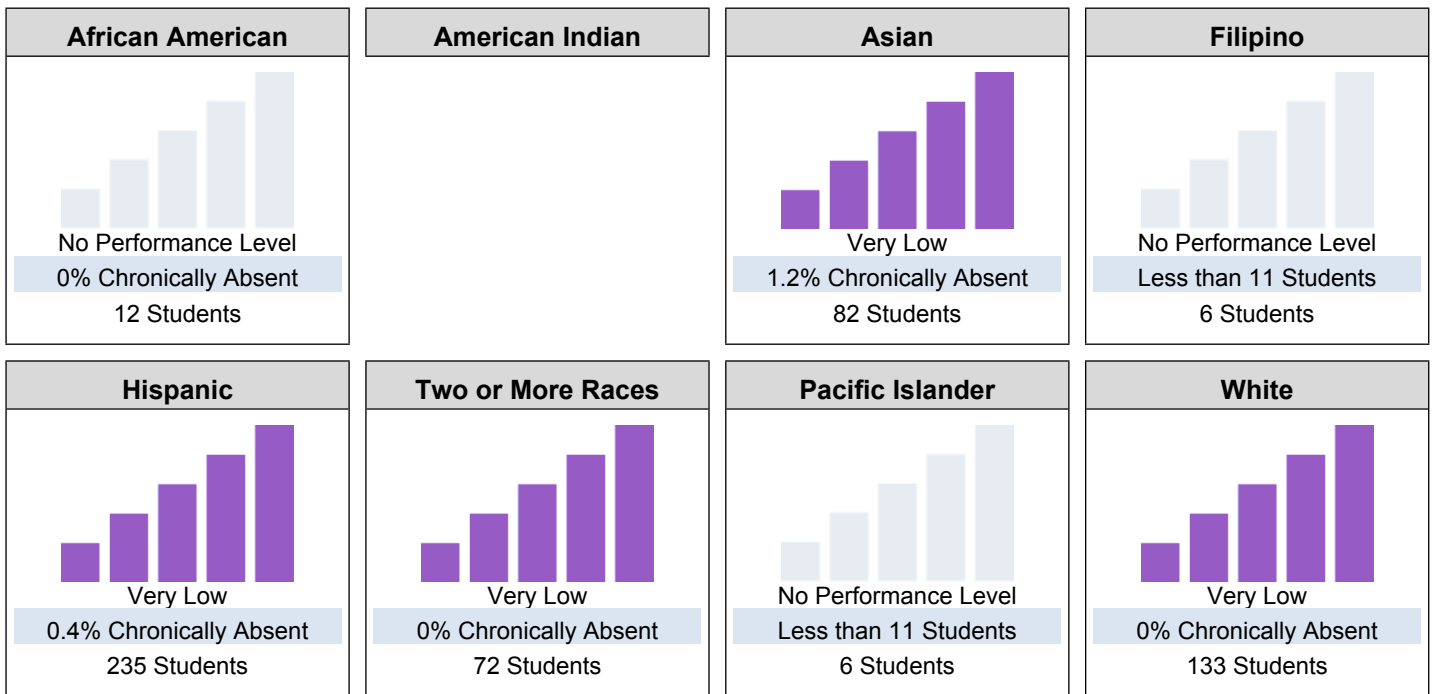
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



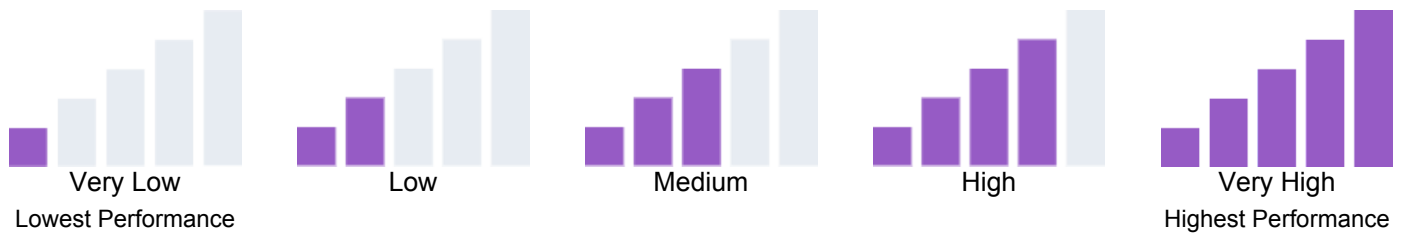
**Conclusions based on this data:**

1. EACS diligently monitors student enrollment and absenteeism. Systems of support are in place to ensure that students are attending school.

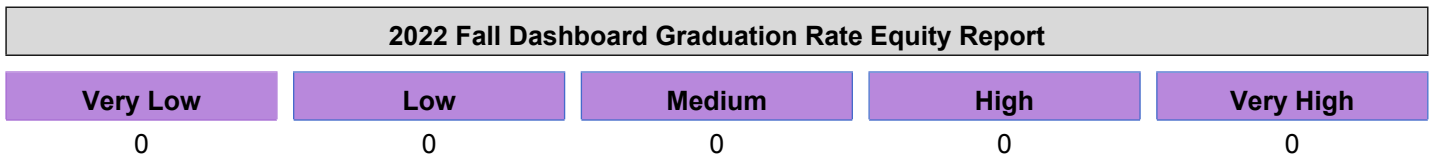
# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



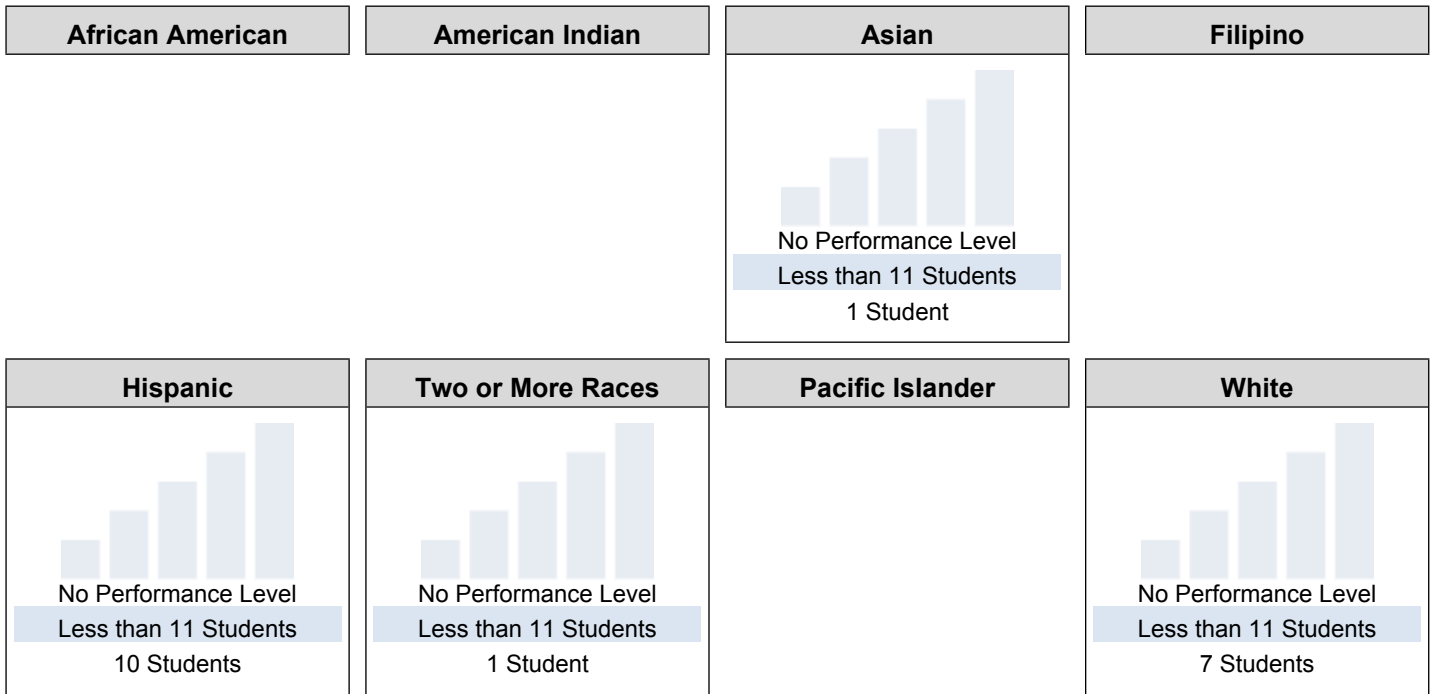
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 No Performance Level 100% graduated 19 Students	 No Performance Level Less than 11 Students 2 Students	 No Performance Level Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Level Less than 11 Students 2 Students	 No Performance Level 100% graduated 13 Students	 No Performance Level Less than 11 Students 4 Students

**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. EACS works diligently to ensure that students are academically engaged and are meeting requirements to graduate. Systems of support are in place for students who need additional resources and interventions to be successful.

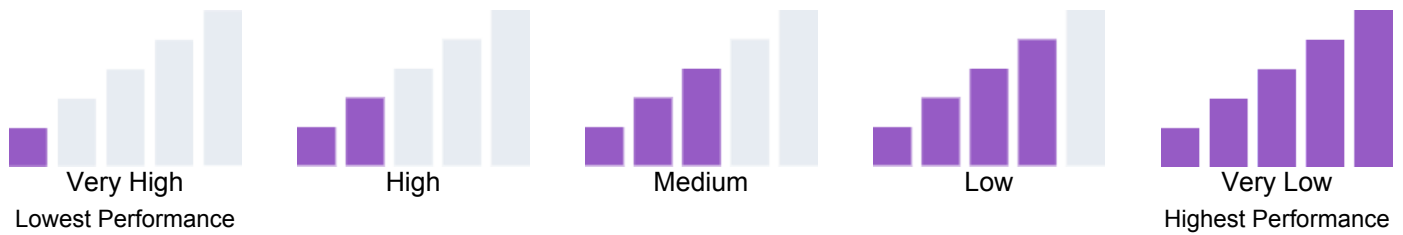


# School and Student Performance Data

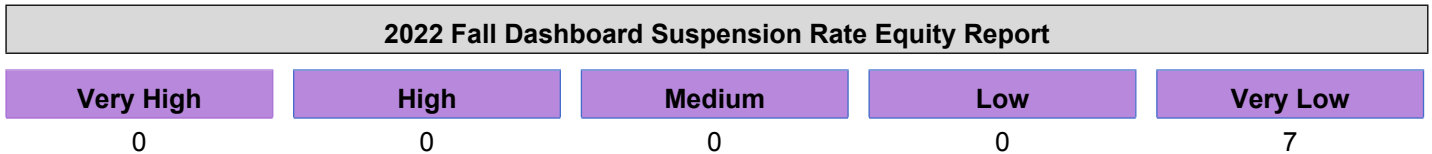
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

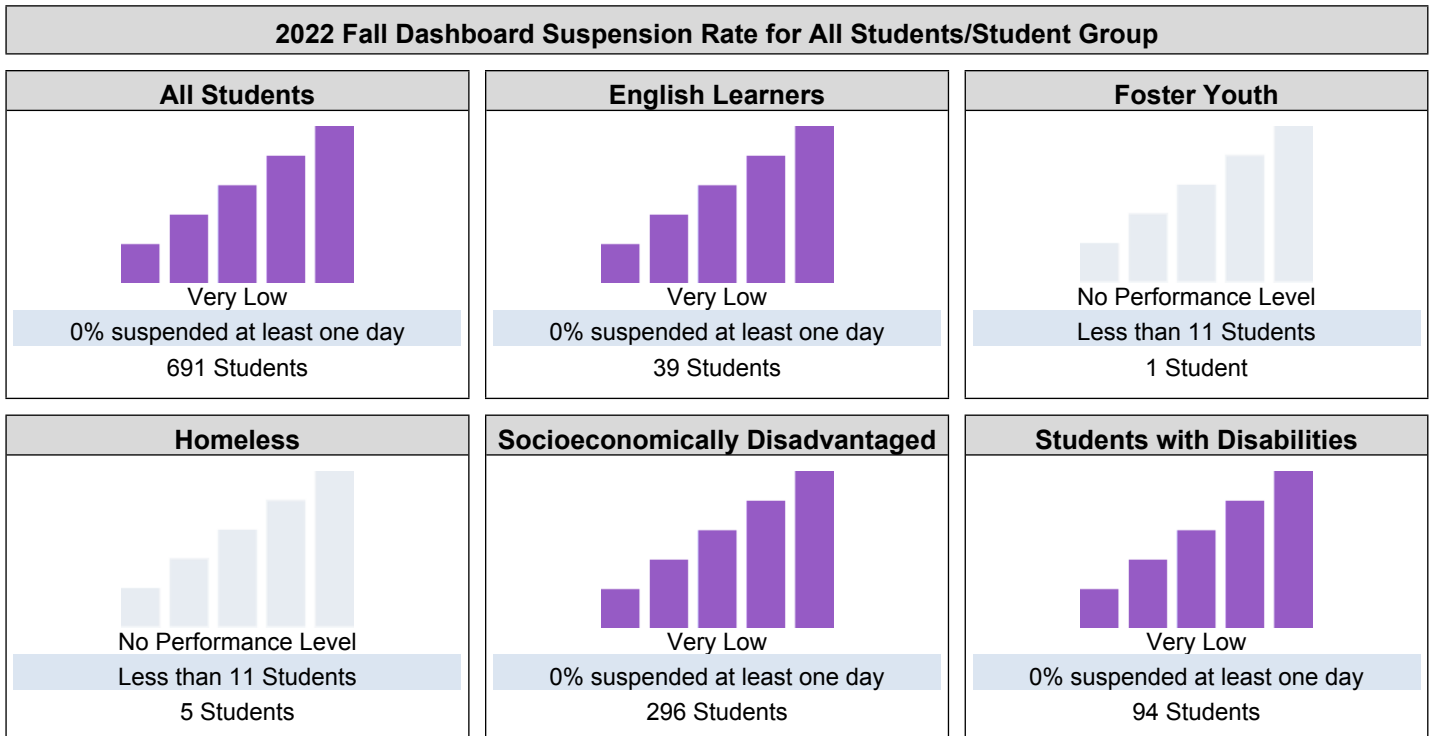
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



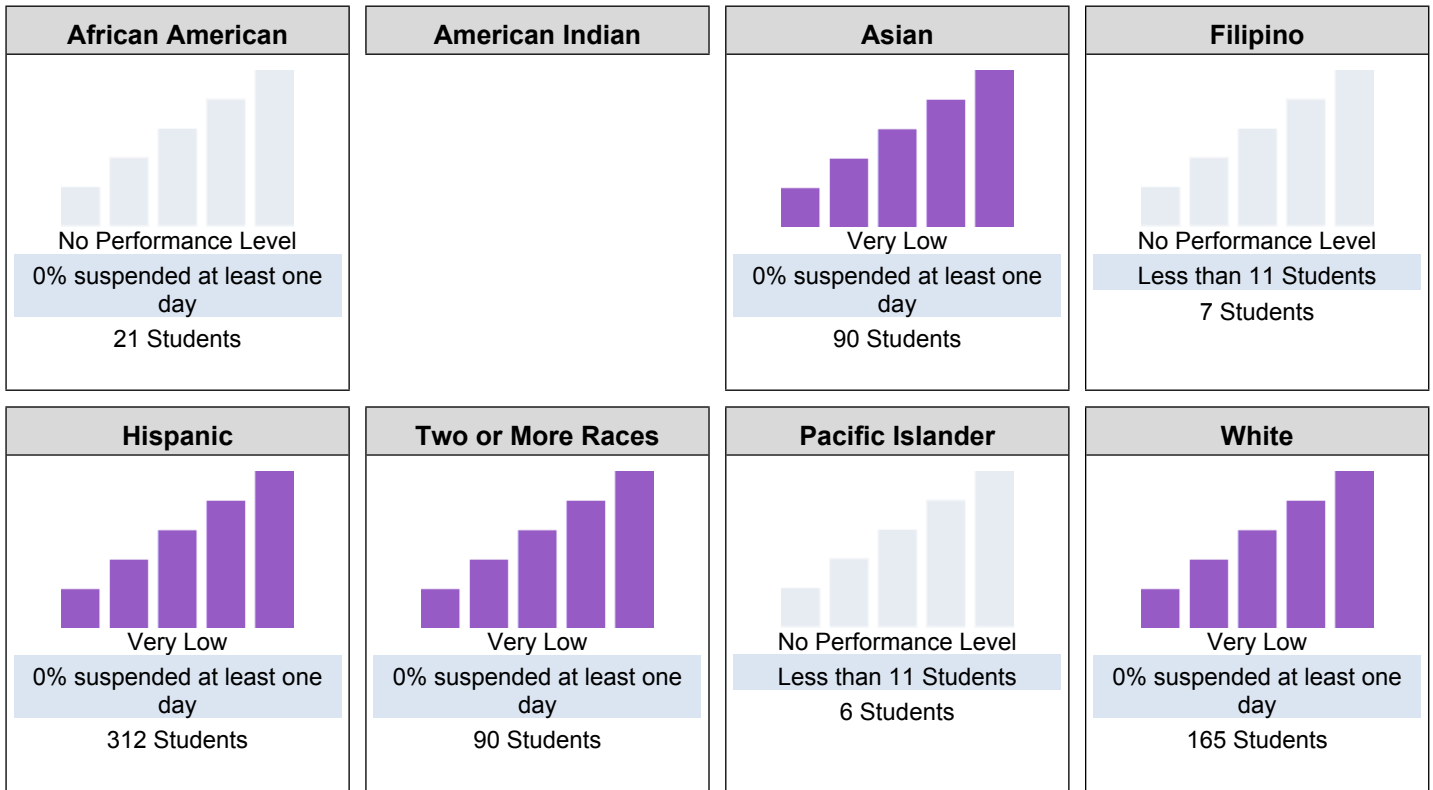
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. EACS has zero percent suspension rate.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

LCAP 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 1

EACS 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. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

## Identified Need

Improve the academic achievement of socioeconomically disadvantaged students as measured by the California Schools Dashboard and i-Ready by providing intensive and individualized monitoring of low-income and WIN (What I Need) student achievement by the Intervention Department, data analysis by the Director of Assessment and Accountability, and counseling services from the counselor that provides services for low-income and WIN students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Students (Tier III) ELA Tier III: Decrease the percentage of students in Tier III ELA.	Title 1 Students (Tier III) - 2+ grade levels below ELA Tier III: 13.7% of students in the Fall Tier III: 10.6% students in the Spring Exceeded having 2%+ students moving into Tiers I or II	Title 1 Students (Tier III) - 2+ grade levels below ELA Goal - Tier III: 2% of Title III students will move into Tier II or I in ELA
Title 1 Students (Tier III) Math Tier III: Decrease the percentage of students in Tier III Math.	Title 1 Students (Tier III) - 2+ grade levels below Math Tier III: 17.6% of students in the Fall Tier III: 11.2% students in the Spring	Title 1 Students (Tier III) - 2+ grade levels below Math Goal - Tier III: 2% of Title III students will move into Tier II or I in Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Exceeded having 2%+ students moving into Tiers I or II	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

#### Strategy/Activity

LCAP 4.4: Ensure all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities. All students will have access to practice assessments, virtual test prep training provided by assigned credentialed teachers, and grade level pencil paper practice packets in math and ELA.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified No Cost

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

#### Strategy/Activity

Tier III students are provided with academic subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth. ReadLive, MobyMax, and Thinkwell are among the subscriptions that are offered to students who score one or more grade levels behind in reading and/or math. These students are required to use the resources weekly to help close learning gaps.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,675

Source(s)

LCFF - Supplemental

ReadLive, MobyMax, and Thinkwell

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>). Teachers meet with students on a regular basis to monitor, mentor, and to provide ongoing support. The Intervention and Title 1 Coordinator will monitor and support targeted students as well.

LCAP 4.3 EACS will 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.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

No Cost

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

EACS will continue to streamline communication with Title I parents, translate documents as needed, and provide pertinent information during ELAC meetings while encouraging engagement and collaboration. At this time, EACS is below the 15% threshold that requires translations; however, all posts on Beehively can be immediately translated into Spanish. Translated information and updates in other home languages are available to parents/guardians of English Learners upon request.

LCAP Goal 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.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,138

Source(s)

LCFF

Translation Services and Beehively

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Every student in grades K-12 have an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student scoring at an eighth grade or below within the domains of math and ELA. i-Ready lessons are one of the interventions in place for students who are one or more grade levels behind their current grade level.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,030

Source(s)

LCFF

Curriculum Associates - i-Ready

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schoolwide subscriptions are provided to all students as additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies (i.e. Mystery Science, MobyMax, SuperTeacher, Studies Weekly, Disney Codellusion, PearDeck, Starfall, and Tutor.com.)

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,661	LCFF Schoolwide Subscriptions

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

#### Strategy/Activity

Research-based English Language Development (ELD) curriculum is provided for English Learner (EL) students. The ELD curriculum addresses the diverse needs of EL students through a flexible approach to learning. EL students are required to complete 150 minutes per week of online ELD curriculum and live instruction with an assigned credentialed teacher. The live sessions are specifically geared to building English language fluency in reading, writing, listening, and speaking. EL students are encouraged to complete the Summative ELPAC practice tests in preparation for testing in the spring.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,658	LCFF - Supplemental ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation
6480	Title I Part A: Allocation ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

#### Strategy/Activity

Bilingual Teachers to support families that speak another home language and to provide translation when needed. Bilingual teachers provide increased and improved services for our English Learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during SSTs, LPs, and other family meetings.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

67,213

Source(s)

LCFF

Bilingual Teachers

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All High School Students

Strategy/Activity

Career and Technical Education classes to support high school students in various pathways.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,600

Source(s)

LCFF

Career and Technical Education

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Hotspots, internet service connectivity, and access to Zoom are provided in order to facilitate communication between families and teachers during virtual learning.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)



12,042

LCFF

Hotspots, Internet Connectivity, and Zoom

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Necessary office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,800

Source(s)

LCFF

Office Supplies and Equipment

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Laptops, webcams, and Doccams are provided for working remotely and providing curriculum instruction and student support.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,297

Source(s)

LCFF

Technology Needs for Providing Curriculum and Instructional Student Support

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Parent training is provided through Parent Summit and educational webinars throughout the school year to ensure that parents have the tools they need to teach their children and access all available school resources.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified No Cost

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Historical Analysis - 2020-21 - During the onset of the Covid-19 pandemic, the Learning Continuity Plan (LCP) strategies and actions that were developed in response to the identified needs of our students and school program as a result of not meeting in person. As a result of implementing the following actions, Excel Academy was successful and effective in meeting the needs of all of our students. Based on the i-Ready collected data, we saw growth in our students in both ELA and math from Fall 2020 to Spring 2021.

In 2021-22 and 2022-23, Excel Academy was successful in meeting the needs of all students. Based on the i-Ready collected data, we saw significant growth in our students in both ELA and math from Fall to Spring.

LCAP Goal 1: We will improve the academic achievement of ALL students, and specifically our low-income, foster youth, English learner, and students with disabilities through effective instruction, a challenging and engaging curriculum and standards-aligned assessments in language arts and mathematics.

Goal 1, Action 1: Ensuring all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities.

Goal 1, Action 2: Tier III students are provided with subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth.

Goal 1, Action 3: Created small, personalized communities to facilitate monitoring and support.

Goal 1, Action 4: Streamlined communication with Title 1 parents, translating documents as needed, ELAC committee developed.

Goal 1, Action 5: Every student in grades K-11 has an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. It may be a required intervention for students who are one or more grade levels behind.

Goal 1, Action 6: School-wide subscriptions are provided to all students. This provides additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.

Goal 1, Action 7: Provided research based ELD curriculum designated for diverse language needs for our EL population

Goal 1, Action 8: Bilingual teachers provide increased and improved services for our English learners

Goal 1, Action 9: Implemented Career and Technical Education classes to support high school students in various pathways.

Goal 1, Action 10: Provided Hotspots and internet service to any students in need of connectivity in order to facilitate communication

Goal 1, Action 11: Shipped office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.

Goal 1, Action 12: Provided Laptops for working remotely to provide instruction for student support

Goal 1, Action 13: Parent training is provided through a Parent Summit and continuous Parent Education opportunities to make sure parents have the tools they need to teach their children and access all available school resources.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Professional Development

## LEA/LCAP Goal

LCAP 1.4: Identify and implement 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 will take place through organizations such as but not limited to CSSA (California Charter School Association), CSDC (Charter School Development Center), SDCOE (San Diego County Office of Education), and APLUS+.

California Standards for the Teaching Profession - Create and execute a reflective process to determine effectiveness of the provided development opportunities. (LI, FY, EL, SWD)

LCAP Goal 3, Action 1: Stakeholder Engagement - 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 and stakeholders have opportunities for participation and input. EACS will survey staff and stakeholders to define and provide relevant staff development opportunities and training related to meeting the needs of Tier III students.

LCAP Goal 2, Action 5: Professional development in cultural awareness.

Professional development for all staff - Keenan Safe School Training

LCAP Goal 3, Action 4: Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.

## Goal 2

All staff ongoing professional development and training will take place to improve student achievement with our overall student population and specifically the at-promise students and Tier III population of WIN (What I Need) students.

## Identified Need

Identifying research-based strategies and professional development to provide best practices to support and improve the academic success of our students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Staff Professional Development</p> <ul style="list-style-type: none"> <li>Building Relationships with Excellence - Focus on Educational Partners</li> <li>Elements of Excellence - Human Resources</li> <li>SPED Overview - People and</li> </ul>	<p>All Staff Professional Development</p> <ul style="list-style-type: none"> <li>Building Relationships with Excellence - Focus on Educational Partners</li> <li>Elements of Excellence - Human Resources</li> <li>SPED Overview - People and Processes/Interventions</li> </ul>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our "at-promise" students are provided with evidence based best practices to support them in achieving</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Processes/Interventions</p> <ul style="list-style-type: none"> <li>• Compliance Overview and Tech Training</li> <li>• Communication - Website</li> <li>• Assessment Overview</li> <li>• Weekly Communications and Levels of Support - Education Department</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance Overview and Tech Training</li> <li>• Communication - Website</li> <li>• Assessment Overview</li> <li>• Weekly Communications and Levels of Support - Education Department</li> </ul>	<p>the challenging state standards.</p>
<p>Monthly Cabinet Meetings with Administration  Monthly Executive Board Meetings  Monthly Regional Meetings - Teachers</p>	<p>Monthly Cabinet Meetings with Administration  Monthly Executive Board Meetings  Monthly Regional Meetings - Teachers</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>Professional Development By Department</p> <p>EACS exceeds performance goals based on the additional implementation of professional development opportunities that were set in place for the administration, teachers, and staff.</p> <p>Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc.</p> <p>SDCOE: Charter School Networking Meeting Series, Instructional Network Webinar,</p>	<p>Professional Development By Department</p> <p>EACS exceeds performance goals based on the additional implementation of professional development opportunities that were set in place for the administration, teachers, and staff.</p> <p>Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc.</p> <p>SDCOE: Charter School Networking Meeting Series, Instructional Network Webinar,</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; AB 1808: Suicide Prevention Virtual Training</p> <p>YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension)</p> <p>Pryor Learning: Diversity Matters Series, Management &amp; Leadership Training, Improving Memory &amp; Productivity</p> <p>Administration - ACSA Superintendent's Symposium</p> <p>ACSA Every Child Counts Symposium</p> <p>Assessment and Accountability Series</p> <p>Superintendents' and High School Leaders' Summit</p> <p>FRISK</p> <p>APLUS Network Conference - Annually</p> <p>CCSA Conference - Annually</p> <p>CSDC Leadership Conference - Annually</p> <p>CTE Conference - Annually</p> <p>SELPA</p> <p>UC Counselor Conference</p> <p>Student Mental Wellness Conference</p> <p>CCEMC Dual Enrollment Summit</p> <p>All Staff - Keenan Safe School Training</p>	<p>Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; AB 1808: Suicide Prevention Virtual Training</p> <p>YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension)</p> <p>Pryor Learning: Diversity Matters Series, Management &amp; Leadership Training, Improving Memory &amp; Productivity</p> <p>Administration - ACSA Superintendent's Symposium</p> <p>ACSA Every Child Counts Symposium</p> <p>Assessment and Accountability Series</p> <p>Superintendents' and High School Leaders' Summit</p> <p>FRISK</p> <p>APLUS Network Conference - Annually</p> <p>CCSA Conference - Annually</p> <p>CSDC Leadership Conference - Annually</p> <p>CTE Conference - Annually</p> <p>SELPA</p> <p>UC Counselor Conference</p> <p>Student Mental Wellness Conference</p> <p>CCEMC Dual Enrollment Summit</p> <p>All Staff - Keenan Safe School Training</p>	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

**Strategy/Activity**

The Executive Director will work with Administration to survey staff and stakeholders to define relevant staff development opportunities and training related to meeting the needs of Tier III students. Research will be conducted on what training is the most relevant based on data and needs assessments. Prior to the start of school, teachers received training on tips and tricks within Google, best practices for project and time management, pacing curriculum, and updates on the platform for our ordering system, OPS. In addition, teachers were instructed on how to find important high school resources in our Shared Drive, how to utilize Turnitin to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the fall i-Ready Benchmarks in math and/or reading. This included updates on how to use and monitor students within i-Ready, MobyMax, and ReadLive: the online programs used to support these struggling students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

No Cost

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

**Strategy/Activity**

All EACS employees are required to participate in Keenan Safe School Trainings each year. Trainings are related to the specific roles of each employee.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

393

Source(s)

LCFF

Safe School Trainings

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

#### Strategy/Activity

Ensuring and supporting the academic success of our at-promise students includes academic and wellness checks through regular one-on-one checks-ins with our students. With this emphasis on monitoring and evaluating the progress of our students, timely application of academic support (MTSS) and social emotional mental health counseling can be provided as needed. The high school counselors and Intervention Coordinator provide academic interventions and social emotional mental health counseling for identified students as needed through in person or virtual meetings, collaboration, shared information, webinars, and community resources. The EACS team attends professional development to learn best practices (referenced under annual Measurable Outcomes).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,262	LCFF Professional Development
15,713	Title II Part A: Improving Teacher Quality Professional Development

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation and effectiveness of the strategies and activities that were in place exceeded our standards. The ongoing professional development and training focused on all of our students needs and impacted the at promise students greatly. In the spring of 2023, we analyzed the collected internal assessment data and saw an improvement in student achievement with our Tier III population of WIN (What I Need) students. EACS aimed at bringing about instructional change which resulted in improved student achievement. Repeated measure analysis results indicated significant changes in providing effective feedback and encouraging student ownership of learning.



Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Additional professional development opportunities have been identified in the SPSA which will result in a greater allocation of funds for 23-24.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Monitoring and Support of Students

## LEA/LCAP Goal

LCAP 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.

LCAP 4.8 - Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data (if applicable) 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.

## Goal 3

Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

## Identified Need

Improve the academic achievement of at promise students, including socioeconomically disadvantaged, students as measured by the California Schools Dashboard by providing intensive and individualized monitoring of students to ensure that coursework is being completed to earn required graduation credits by the high school counselors.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate: 2021	Graduation Rate: 2022	Graduation Rate: 2023
93.8%	95%	State will input percentage (exceed percentage by 2% - goal is 100% grad rate)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All High School Students

### Strategy/Activity

ToRs monitor their high school students for progress on courses through ongoing communication, course pacing guides, and documentation of standards met. Report cards are given at each semester. Weekly office hours and webinars are provided to all identified students. Students are required to take the i-Ready internal benchmark assessments for ongoing progress monitoring.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified  
Teachers of Record

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School and student data are monitored via SIS to ensure student credit completion is on target for graduation. The data is used to identify when and where interventions should be applied to prevent students from falling off track for graduation. Utilizing this data, the high school and counseling department closely monitors students through monthly check-ins to ensure students are properly pacing all online and textbook courses. The following supports are also provided: a created and monitored four year plan to ensure credit completion, strategies for graduation, information for accessing career pathways, and SSTs. Through ongoing participation in continued education, professional development and training, the high school team stays current with updated information to assist in the development, progress, and success of all identified students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

37,761

Source(s)

LCFF  
School Pathways

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The Intervention Coordinator, who acts as the Title I Coordinator/Homeless Liaison, makes sure that all of the needs of our at-risk population were being met. The Intervention Coordinator, along with the support of the Intervention Department will specifically monitor at-risk students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney-Vento, Home Language Survey, and other school surveys, we identify the needs

of our student population and ensure that our foster youth, English Learners, and low-income students are receiving the support they need.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

37,223

Source(s)

Title I, Part A

Intervention Department Coordinator/Teachers

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The Intervention Department provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. Evidence-based interventions are implemented that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions. The school's Intervention Coordinator utilizes a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

36,402

Source(s)

Title I, Part A

Intervention Department  
Coordinator/Teachers/Assistant Director of  
Intervention

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The high school counselor support the growing mental, social, and emotional needs of our students. We significantly increased our services to at-risk students by the addition of a High School Counselor who can provide 1:1 counseling for students in need.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified Mental Health and Social and Emotional Well Being - High School Counselor

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Historical Analysis - In 2021-22, Excel Academy was successful in meeting the needs of all students. Based on the i-Ready collected data, we saw significant growth in our students in both ELA and math from Fall 2021 to Spring 2022.

In 2022-23, Excel Academy was successful in meeting the needs of all students. Based on the i-Ready collected data, we saw significant growth in our students in both ELA and math from Fall 2022 to Spring 2023.

Goal 3, Action 1: Progress monitoring, ongoing communication, course pacing guides, documentation of standards met, and office hours for support provided by teachers.

Goal 3, Action 2: School and student data are monitored via SIS to ensure student credit completion is on target for graduation.

Goal 3, Action 3: Title 1 Coordinator/Homeless Liaison to focus on making sure that all of the needs of the at-risk population are met.

Goal 3, Action 4: Intervention Coordinator to lead SSTs, support struggling students, and monitor the effectiveness of our intervention program.

Goal 3, Action 5: High School Counselor to support the growing mental, social, and emotional student needs

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have been no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$108,515
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$281,348.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$6,480.00
Title I, Part A	\$73,625.00
Title II Part A: Improving Teacher Quality	\$15,713.00

Subtotal of additional federal funds included for this school: \$95,818.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$168,197.00
LCFF - Supplemental	\$17,333.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$185,530.00

Total of federal, state, and/or local funds for this school: \$281,348.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF	168,197.00
LCFF - Supplemental	17,333.00
None Specified	0.00
Title I Part A: Allocation	6,480.00
Title I, Part A	73,625.00
Title II Part A: Improving Teacher Quality	15,713.00

## Expenditures by Budget Reference

Budget Reference	Amount
	41,485.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	163,935.00
	LCFF	4,262.00
	LCFF - Supplemental	17,333.00
	None Specified	0.00
	None Specified	0.00
	Title I Part A: Allocation	6,480.00
	Title I, Part A	36,402.00
	Title I, Part A	37,223.00



Title II Part A: Improving Teacher Quality

15,713.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	149,594.00
Goal 2	20,368.00
Goal 3	111,386.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 2 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 0 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jennifer Craig - Director	Other School Staff
Tamara Murphy	Other School Staff
Lorrie Wood	Principal
April Saade	Principal
Julie Boswell	Classroom Teacher
Elizabeth Echternach	Classroom Teacher
Connor Allen	Secondary Student
Kirin Barcelo	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/6/2020.

Attested:

Principal, Jennifer Craig, Director on 11/2/2023

SSC Chairperson, Tamara Murphy on 11/2/2023

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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