



# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

| Local Educational Agency (LEA) Name   | Contact Name and Title            | Email and Phone                                 |
|---------------------------------------|-----------------------------------|---|
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## Goal 1

### Goal Description

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

## Expected Annual Measurable Objectives

| Metric  | Baseline   | Year 1 Outcome                             | Year 2 Outcome                                  | Mid-Year Outcome Data                           | Desired Outcome for 2023-24   |
|---|--|--|---|---|---|
| CAASPP ELA<br>Increase the number of students that have | A baseline will be developed from 2021-22 CAASPP data. | Due to the pandemic, Excel Academy did not | 2021-2022<br>CAASPP Overall ELA Scores - Warner | 2022-2023<br>CAASPP Overall ELA Scores - Warner | Increase the number of students that have met or exceeded grade level |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24  |
|--|---|--|---|---|--|
| met or exceeded grade level proficiency by 2% each year.   |   | participate in ELA CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.   | 66% met or exceeded grade level standard<br>22% standard nearly met<br>12% standard not met   | 66% met or exceeded grade level standards<br>20% standard nearly met<br>14% standard not met  | proficiency by 2% each year.   |
| CAASPP Math<br>Increase the number of students that have met or exceeded grade level proficiency by 2% each year.  | A baseline will be developed from 2021-22 CAASPP data.  | Due to the pandemic, Excel Academy did not participate in math CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.   | 2021-2022 CAASPP Overall Math Scores - Warner<br>54% met or exceeded grade level standard<br>26% standard nearly met<br>20% standard not met  | 2022-2023 CAASPP Overall Math Scores - Warner<br>56% met or exceeded grade level standards<br>25% standard nearly met<br>19% standard not met   | Increase the number of students that have met or exceeded grade level proficiency by 2% each year. |
| i-Ready ELA<br>Increase the number of students that have met or exceeded grade level proficiency by 2% each year.  | 2021 i-Ready ELA Fall Scores<br>ALL<br>Tier 1: 65.7%<br>Tier 2: 23.6%<br>Tier 3: 10.7%<br><br>English Learners<br>Tier 1: 39.5%<br>Tier 2: 32.6%<br>Tier 3: 27.9%<br><br>Economically Disadvantaged<br>Tier 1: 55.7%<br>Tier 2: 26%<br>Tier 3: 18.3%<br><br>Students w/ IEPs<br>Tier 1: 34.8%<br>Tier 2: 31.9%<br>Tier 3: 33.3% | 2022 i-Ready ELA Spring Scores<br>ALL<br>Tier 1: 80.5%<br>Tier 2: 13.8%<br>Tier 3: 5.7%<br><br>English Learners<br>Tier 1: 76.7%<br>Tier 2: 6.7%<br>Tier 3: 16.7%<br><br>Economically Disadvantaged<br>Tier 1: 74.9%<br>Tier 2: 17.5%<br>Tier 3: 7.7%<br><br>Students w/ IEPs<br>Tier 1: 50.5%<br>Tier 2: 21.6%<br>Tier 3: 27.8% | 2023 i-Ready ELA Spring Scores<br>ALL<br>Tier 1: 78.8%<br>Tier 2: 13.2%<br>Tier 3: 7.9%<br><br>English Learners<br>Tier 1: 47.4%<br>Tier 2: 36.8%<br>Tier 3: 15.8%<br><br>Economically Disadvantaged<br>Tier 1: 73.4%<br>Tier 2: 16.8%<br>Tier 3: 9.8%<br><br>Students with IEPs<br>Tier 1: 49.3%<br>Tier 2: 17.8%<br>Tier 3: 32.9% | 2023 i-Ready ELA Fall Scores<br>ALL<br>Tier 1: 63.3%<br>Tier 2: 23.1%<br>Tier 3: 13.6%<br><br>English Learners<br>Tier 1: 38.2%<br>Tier 2: 38.2%<br>Tier 3: 23.5%<br><br>Economically Disadvantaged<br>Tier 1: 50.7%<br>Tier 2: 29.4%<br>Tier 3: 19.9%<br><br>Students with IEPs<br>Tier 1: 31%<br>Tier 2: 27.4%<br>Tier 3: 41.7% | Decrease Tier III percentage by 2% each year   |
| i-Ready Math<br>Increase the number of students that have met or exceeded grade level proficiency by 2% each year. | 2021 i-Ready Math Fall Scores<br>ALL<br>Tier 1: 52.6%<br>Tier 2: 34.4%<br>Tier 3: 13%   | 2022 i-Ready Math Spring Scores<br>ALL<br>Tier 1: 74.2%<br>Tier 2: 17.7%<br>Tier 3: 8.1%   | 2023 i-Ready Math Spring Scores<br>ALL<br>Tier 1: 72.6%<br>Tier 2: 18.3%<br>Tier 3: 9.1%  | 2024 i-Ready Math Fall Scores<br>ALL<br>Tier 1: 50.4%<br>Tier 2: 32.9%<br>Tier 3: 16.7%   | Decrease Tier III percentage by 2% each year   |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24   |
|---|---|---|---|---|---|
|   | <p>English Learners<br/>Tier 1: 36.4%<br/>Tier 2: 45.5%<br/>Tier 3: 18.2%</p> <p>Economically Disadvantaged<br/>Tier 1: 40.6%<br/>Tier 2: 38.1%<br/>Tier 3: 21.3%</p> <p>Students w/ IEPs<br/>Tier 1: 31.9%<br/>Tier 2: 26.4%<br/>Tier 3: 41.7%</p> | <p>English Learners<br/>Tier 1: 63.3%<br/>Tier 2: 30%<br/>Tier 3: 6.7%</p> <p>Economically Disadvantaged<br/>Tier 1: 68.5%<br/>Tier 2: 20.8%<br/>Tier 3: 10.7%</p> <p>Students w/ IEPs<br/>Tier 1: 48%<br/>Tier 2: 18.4%<br/>Tier 3: 33.7%</p>  | <p>English Learners<br/>Tier 1: 68.4%<br/>Tier 2: 21.1%<br/>Tier 3: 10.5%</p> <p>Economically Disadvantaged<br/>Tier 1: 68%<br/>Tier 2: 20.9%<br/>Tier 3: 11%</p> <p>Students with IEPs<br/>Tier 1: 37.5%<br/>Tier 2: 23.6%<br/>Tier 3: 38.9%</p>   | <p>English Learners<br/>Tier 1: 33.3%<br/>Tier 2: 47.2%<br/>Tier 3: 19.4%</p> <p>Economically Disadvantaged<br/>Tier 1: 40.5%<br/>Tier 2: 33.8%<br/>Tier 3: 25.7%</p> <p>Students with IEPs<br/>Tier 1: 27.1%<br/>Tier 2: 23.5%<br/>Tier 3: 49.4%</p>   |   |
| Increase ELPAC levels annually  | A baseline will be developed from 2021-22 Summative ELPAC data.   | Summative ELPAC results will be published by the state in the summer or fall of 2022.   | Summative ELPAC results will be published by the state in the summer or fall of 2023.   | Summative ELPAC results will be published by the state in the summer or fall of 2024.   | Increase ELPAC proficiency by 2% each year.   |
| State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials | Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with 2021 local indicator outcomes.   | <p>Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.</p> | <p>Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.</p> | <p>Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.</p> | Excel Academy will maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Tool. |

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

### Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 1.1                | <b>Student Achievement</b><br>1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems. | No           | Fully Implemented    | 2023 CAASPP and i-Ready data has been analyzed to determine the next steps to provide necessary resources and interventions for students performing below grade level. | In comparison to 59 charter schools of comparable demographics and enrollment, students ranked 3rd overall in ELA and 1st in math on the 2023 CAASPP assessments. EACS students out scored the state and county percentages. |                      |                       |

| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts)  | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|---|---|-------------------------|--------------------------|
| 1.2                | <b>Student Monitoring</b><br>1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote academic growth, in addition to social-emotional awareness classes and character building. | Yes          | Fully Implemented       | 2023 CAASPP and i-Ready data has been analyzed to determine the next steps to provide necessary resources and interventions for students performing below grade level.                              | Students are tested on their reading fluency twice a year, and TK/K are tested on letter sounds and names twice per year. Teachers are focusing on math skill checks during monthly meetings and modeling instructional strategies. EL students are engaged in ELD curriculum and live instruction throughout the school week. Students with IEPs meet with their teachers and Case Managers on a regular basis to monitor growth. All students are provided with equity based instruction. |                         |                          |
| 1.3                | <b>Broad Course of Study</b><br>1.3. All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content.  | No           | Fully Implemented       | All students are provided with a broad course of study and equity based instruction that is monitored by the assigned teacher. Curriculum is vetted and paced for each student, and adjustments are | Work samples are collected to determine the progress students are making and to ensure that they are meeting grade  | \$11,849,528.00         | \$4,840,208.00           |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
|                    | <ul style="list-style-type: none"> <li>• Online courses, credit recovery, core programs</li> <li>• Supplemental curriculum and materials supporting Common Core Standards</li> <li>• Extended School year</li> <li>• Curriculum aligned to Common Core</li> <li>• English Language Development (ELD) curriculum</li> </ul>  |              |                      | made to meet the needs of each individual student.   | level expectations. Students who are falling below grade level are placed in the intervention program and provided with individualized resources and supplements that are designed to meet their academic needs. |                      |                       |
| 1.4                | <b>Professional Development</b><br>1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+. | No           | Fully Implemented    | The EACS staff has a plethora of opportunities to participate in ongoing internal and external professional development which includes conferences related to individual job related positions and duties. Information acquired is disseminated to the staff in order to stay informed of the latest educational trends, policies, and procedures. |  | \$96,360.00          | \$11,417.00           |
| 1.5                | <b>Parent Training</b><br>1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example,   | Yes          | Fully Implemented    | EACS provides opportunities for parents to learn instructional strategies to engage and  |  |                      |                       |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
|                    | explaining the EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training.   |              |                      | assist students with learning. In addition, EACS has provided on going parent training (i.e. cyber safety, equity based instruction, math, phonics, supporting attention and focus challenges, written expression).                    |  |                      |                       |
| 1.6                | <b>Grade Level Curriculum and Instruction</b><br>1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.   | No           | Fully Implemented    | Students have been provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. |  |                      |                       |
| 1.7                | <b>Student Monitoring and Support</b><br>1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed ToR (Teacher of Record). Students who are performing below grade level on the fall i-Ready assessments will be required to take the mid-year i-Ready assessment(s). | Yes          | Fully Implemented    | Students have been identified, supported, and monitored through the WIN intervention program.  |  | \$60,910.00          | \$33,877.00           |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 1.8                | <b>Needs Assessment and Data Analysis</b><br>1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions. | No           | Fully Implemented    | Data analysis continues throughout the year on both internal and state assessments to drive policies, curriculum, and program decisions to ensure that students are making progress. EACS relies on the assessment dashboard created by Parsec Education that includes data on the i-Ready internal assessments and the CAASPP assessments across all identified subjects and subgroups. |  | \$9,600.00           | \$9,600.00            |

## Goal 2

### Goal Description

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

## Expected Annual Measurable Objectives

| Metric  | Baseline                                       | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data                      | Desired Outcome for 2023-24                  |
|---|--|---|--|--|--|
| Maintain or decrease Chronic Absenteeism rate of .01% | A baseline will be developed from 2020-21 data | Cumulative Enrollment: 1189, Chronic Absenteeism Count: 6, Chronic Absenteeism Rate: 0.5% | Cumulative Enrollment: 1048, Chronic Absenteeism Count: 14, Chronic Absenteeism Rate: 1.0% | Cumulative Enrollment as of 2/2/2024 - 991 | Maintain an Absenteeism Rate of .01% or less |
| Strive for 0% Expulsion Rate each year                | 0% Expulsion Rate                              | 0% Expulsion Rate   | 0% Expulsion Rate  | 0% Expulsion Rate                          | Maintain 0% Expulsion Rate                   |
| Strive for 0% Suspension Rate each year               | 0% Suspension Rate                             | 0% Suspension Rate  | 0% Suspension Rate   | 0% Suspension Rate                         | Maintain 0% Suspension Rate                  |



| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24  |
|--|---|---|---|---|--|
| State Local Indicator Basic Services:<br>Conditions of Learning,<br>State Priority: Basic Qualified/Effective Teachers | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | Maintain 100% of teachers are appropriately credentialed for the courses they teach. |

### Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts)  | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| 2.1                | <b>School Climate and Student Engagement</b><br>2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides. | No           | Fully Implemented    | The school climate and student engagement action is fully implemented.  |   | \$52,202.00          | \$26,101.00           |
| 2.2                | <b>Certificated and Classified Salaries and Benefits</b><br>2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.   | No           | Fully Implemented    | The recruitment and retention of highly qualified multiple and single subject teachers and classified staff is fully implemented. | Staff is evaluated mid-year and at the end of the school year to ensure that they are meeting expectations. | \$161,382.00         | \$80,691.00           |

| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts)   | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| 2.3                | <b>Educational Partner Communication</b><br>2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families. | No           | Fully Implemented       | Educational partner communication remains a high priority and is fully implemented at EACS.   | Surveys, SSC, ELAC, PAC, and learning period meetings, social media platforms, emails, and newsletters are various ways in which an open line of communication is implemented. | \$24,241.00             | \$10,493.00              |
| 2.4                | <b>Technology</b><br>2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.   | No           | Fully Implemented       | Technology is made available to meet the needs of students (i.e. DocCam, computers, hotspots).  |  | \$132,000.00            | \$123,692.00             |
| 2.5                | <b>Professional Development</b><br>2.5 Professional development in cultural awareness.  | No           | Fully Implemented       | Professional development in cultural awareness and equity based instruction is a priority at EACS and is an area of continued growth. EACS will continue to hold trainings on this topic. | ELAC Meetings - Inviting students, parents, and staff to share about their cultures  |                         |                          |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts)                        | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|---|----------------------|-----------------------|
|                    |                              |              |                      |                       | Staff Meetings - Providing equity based instruction - focus on cultural awareness |                      |                       |

### Goal 3

#### Goal Description

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

### Expected Annual Measurable Objectives

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Mid-Year Outcome Data   | Desired Outcome for 2023-24 |
|---|--|--|--|---|-----------------------------|
| State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year | Baseline set 2020-2021 Maintain or increase by 2%  | Year 1 Outcome - 2021-2022<br>220 Responses from Educational Partners<br>There were more responses that impacted the overall percentages. With a 96% and 98% approval rate, Excel Academy is excelling in all areas mentioned below. | Year 2 Outcome - 2022-2023<br>304 Responses from Educational Partners<br>There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below. | The Educational Partners Survey will be provided in the spring. | Maintain or increase by 2%  |
| State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year | Overall Satisfaction Report: Based on 66 responses from parents/guardians<br><br>97.6% of survey respondents agree that the school has | Overall Satisfaction Report: Based on 220 responses from parents/guardians<br><br>96.4% of survey respondents agree that the school has supported  | Overall Satisfaction Report: Based on 304 responses from parents/guardians<br><br>95.7% of survey respondents agree that the school has supported  | TBD   | Maintain or increase by 2%  |

| Metric                          | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24     |
|---------------------------------|---|---|---|-----------------------|---------------------------------|
|                                 | <p>supported students attaining their academic goals.</p> <p>98.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p> | <p>students attaining their academic goals.</p> <p>98.2% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.2% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p> | <p>students attaining their academic goals.</p> <p>96.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.4% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p> |                       |                                 |
| Safety Plan Review and Training | Annual Review/Updates and Training Dates  | The school safety plan was last reviewed and updated with staff in March of 2022.   | The school safety plan was last reviewed and updated with staff in March of 2023.   | TBD - March 2024      | Annual Review and Training Date |

### Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data                                       | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| 3.1                | <b>Educational Partner Engagement</b><br>3.1 We will seek parent input and assess our level of educational partner engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and | No           | Fully Implemented    | Educational partner engagement action is fully implemented. |  |                      |                       |

| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data  | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
|                    | ensure all parents have opportunities for participation and input.  |              |                         |  |  |                         |                          |
| 3.2                | <b>Educational Partner Partnerships</b><br>3.2 We will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success. | Yes          | Fully Implemented       | Teachers are in constant communication with parents to ensure that student academic and social needs are being met. Interventions and monitoring are in place for students who need additional support.  |  | \$414,540.00            | \$129,348.00             |
| 3.3                | <b>School Climate</b><br>3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.  | No           | Fully Implemented       | EACS provides a positive, inclusive, and welcoming learning environment. A survey will be provided to parents and students in the spring. Results from the survey will help the leadership team determine if any changes need to be made for the remainder of the school year and the 24-25 school year. |  | \$65,748.00             | \$28,984.00              |
| 3.4                | <b>Student Services</b><br>3.4 Properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.  | No           | Fully Implemented       | The student service action is fully implemented.   |  | \$61,286.00             | \$30,643.00              |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 3.5                | <b>School Climate and School Safety</b><br>3.5 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.  | No           | Fully Implemented    | Human resources works diligently to ensure that EACS maintains a safe learning environment with an effective school-wide safety plan in place.   |  |                      |                       |
| 3.6                | <b>Communication and Translation Services</b><br>3.6 Notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff. | Yes          | Fully Implemented    | Translated school communications are sent to families in their language for all who need language barriers broken or upon request. On Demand Alboum translation and interpretation service is utilized for video and/or audio interpretation conference calls. |  | \$6,308.00           | \$454.46              |
| 3.7                | <b>School Operating Services</b><br>3.7 Operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.                       | No           | Fully Implemented    | The school operating services action is fully implemented.   |  |                      |                       |

## Goal 4

### Goal Description

**We will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at**

preparing them for college and/or career and technical education readiness. Collaboration among all educational partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

## Expected Annual Measurable Objectives

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24  |
|--|---|---|---|---|--|
| Graduation Rate<br>Dropout Rate  | Develop a baseline from 2020-21 data.                           | 2020-21: 89.7%<br>Graduation Rate<br>2020-21: 4.8% Dropout<br>Rate  | 2021-22: 87.2%<br>Graduation<br>Rate<br>2021-22: Dropout Rate   | 2022-23 - 97.7%<br>Graduation Rate<br>2022-23 - 0% Dropout<br>Rate  | Increase the graduation rate by 2%   |
| Access to a Broad Curriculum:<br>Career Technical Education (CTE) Participation  | Develop a baseline for CTE participants and UC/CSU prepared     | 2020-21: Number of Students participating in CTE: 27  | 2021-22: Number of Students participating in CTE: 9   | 2022-23 - Number of Students participating in CTE: 10   | Increase the % of College/Career Prepared students by 2%   |
| Access to a Broad Curriculum:<br>College/Career Prepared<br><br>Pupils enrolled in and completion of A-G courses required for UC/CSU Admission | 2019-20 Graduates completed all courses for UC/CSU Admission: 0 | 2020-21: Students enrolled in UC/CSU required courses for admission: 49.03%<br><br>Completed All Courses Required for UC/CSU Admission: 0 | 2021-22: Students enrolled in UC/CSU required courses for admission: 84<br><br>Completed All Courses Required for UC/CSU Admission: 1 | 2022-23: Students enrolled in UC/CSU required courses for admission: 118<br><br>Completed All Courses Required for UC/CSU Admission: 12 | Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate |

## Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| 4.1                | <b>College and Career Readiness and Career Technical Education</b><br>4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) | No           | Fully Implemented    | The College and Career Readiness and Career Technical Education action is fully implemented. The Secondary Department developed and introduced a new CTE pathway - digital media and photography. |  | \$16,000.00          | \$2,166.00            |

| Goal #<br>Action # | Action Title and<br>Description  | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
|                    | pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.   |              |                         |   |  |                         |                          |
| 4.2                | <b>High School Graduation</b><br>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. | No           | Fully Implemented       | Every 8th grader will meet with a counselor for academic course guidance. Workshops are offered for parents and students to transition smoothly from middle to high school.   |  | \$208,431.00            | \$104,215.00             |
| 4.3                | <b>High School Curriculum and Instruction</b><br>4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.               | No           | Fully Implemented       | Training and support documents were provided that show how the curriculum aligns to common core standards. Teachers used these to guide curriculum selection and identify additional resources to ensure all standards are fully covered. Teachers are checking math skills at each LP meeting by watching students complete math in real time and providing instruction strategies and support when needed |  | \$625,124.00            | \$213,680.00             |



| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
|                    |   |              |                         | <p>EACS expanded math interventions to include two support classes - Prealgebra and Algebra to help support students scoring approximately one year below grade level. EACS has a near 100% student passing rate for these courses. EACS continues to provide live, weekly drop-in homework support and access to 24/7 tutoring support.</p> <p>All live classes now include project-based learning opportunities for deeper learning and curricular engagement. EACS developed the first College and Career week.</p> <p>New curriculum is vetted using specific guidelines to maintain rigor and meet the state standards.</p> <p>Parents are provided with updated curriculum menus of our top recommendations, which were reviewed for rigor and to make side that they promote college and career readiness.</p> |  |                         |                          |
| 4.4                | <b>Testing</b><br>4.4 Ensure all students have opportunity for intensive CAASPP | Yes          | Fully Implemented       | All students required to take the CAASPP are provided with test prep  |  | \$148,970.00            | \$74,485.00              |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts)                            | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|---|----------------------|-----------------------|
|                    | preparation, specifically low income, EL, foster-youth students, and students with disabilities.  |              |                      | packets, online practice tests, test prep sessions with credentialed teachers, and access to CAASPP bootcamps provided by vetted CCPs.   |   |                      |                       |
| 4.5                | <b>Testing</b><br>4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.  | Yes          | Fully Implemented    | Advanced placement exam costs are provided for low-income and foster youth who are experiencing financial hardship.  |   |                      |                       |
| 4.6                | <b>A-G and Career Technical Education Courses</b><br>4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.   | No           | Fully Implemented    | EACS expanded A-G course offerings to include 14 AP courses. EACS increased our A-G course offerings to include additional elective courses and have over 65 A-G choices. EACS has students enrolled in nearly 100 concurrent enrollment college courses.                            |   | \$31,730.00          | \$0                   |
| 4.7                | <b>Needs Assessment - Data Analysis</b><br>4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support. | No           | Fully Implemented    | 1st-8th graders are part of the schoolwide Tier 2 intervention program where students fill gaps through asynchronous personalized programs. In addition, targeted small group instruction is provided to students based on i-Ready data in reading comprehension, phonics, and math. | SST meetings for planning targeted interventions & monitoring growth<br><br>Tutor.com |                      |                       |

| Goal #<br>Action # | Action Title and<br>Description | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---------------------------------|--------------|-------------------------|---|--|-------------------------|--------------------------|
|                    |                                 |              |                         | 8th graders testing one year below grade level in math participate in a high-school preparatory course to ensure readiness for high school algebra. These students have the opportunity to continue in a supported algebra class once in high school. |  |                         |                          |