EXCEL ACADEMY **CHARTER SCHOOL**

2024-2025 Local Indicators and
Local Control and Accountability Plan (LCAP)

About the Local Indicators

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

- LEAs are required to annually complete the California Dashboard self-reflection report.

- The State Board of Education adopted performance standards that require LEAs to annually measure its progress.

- The CA Dashboard Local Indicator Report was completed for submission and reviewed by the Executive Director. The Local Indicators will be shared with the Board of Directors along with the LCAP in June.

Teacher Assignment

- There are no mis-assignments of teachers of English Learners, and there are no vacant teacher positions.
- All students have access to standards-aligned instructional curriculum and materials.

Academic Standards and Curriculum

- EACS reports *Full Implementation* in Next Generation Science Standards (NGSS) and *Full Implementation and Sustainability* in math, English Language Arts (ELA), English Language Development (ELD), social science, Career Technical Education (CTE), health and physical education, visual and performing arts, and world language.

Support for Educational Partners

- EACS reports *Full Implementation and Sustainability* in professional development, making instructional materials aligned to standards for all students, supporting staff and areas for improvement, academic standards adopted by the State Board of Education for all students, creating a welcoming environment for all families in the community, strong, consistent communication, and strong, consistent communication with educational partners.

Educational Partner Engagement

Excel Academy collaborates with educational partners to gather input on the LCAP and implement best practices for serving all student groups.

- Administrative department, and staff meetings - review of the schoolwide goals, best practices, and strategic planning
- Personal Learning Communities (PLC) Meetings - Improve student learner outcomes
- Surveys to stakeholders - results analyzed and shared
- ELAC: 9/6/2023, 11/1/2023, 1/31/2024, 5/22/2024
- SSC: 9/7/2023, 11/2/2023, 2/1/2024, 5/23/2024
- PAC: 2/26/2024
- SELPA Approval - June 2024
- School Board LCAP Draft Public Hearing: 6/13/2024
- School Board LCAP Adoption Public Meeting: 6/20/2024

LCAP

EACS has established:
- → Four goals
- → Actions aligned to each goal
- → Measuring and reporting metrics
- → Analysis of the effectiveness of each action

LCAP process serves three distinct functions:

- ■ Comprehensive Strategic Planning
- ■ Meaningful Engagement of Educational Partners
- ■ Accountability and Compliance

Additional Requirements of the LCAP

In depth analysis of annual performance based on the CA Dashboard	
Engaging Educational Partners	A. Process of Engagement B. Descriptions of how the LCAP was influenced by educational partner feedback
Increased or improved services for Foster Youth, English Learners (including LTEL students), and Low Income Students	A. Identified Need and Action B. How and why the action is addressed C. Metrics to Monitor Effectiveness
Limited Actions	A. Identified Need and Action B. How and why the action is addressed C. Metrics to Monitor Effectiveness

Celebrations of Annual Performance
Reflections are based on the CA Dashboard and local data analysis

Exceeded participation requirement for the CAASPP

EACS students outscored the state and county percentages

Community Events

All Staff Professional Development

Parent Summit, Parent Power-Up, Webinars, Parent Training

School Climate - Survey Results

EL live instruction, GATE, WIN Interventions

Additional High School Course Offerings

Educational Partner Feedback

98.6%
Agree that the school supports students in their academic goals.

3% increase from 2023

98.3
Agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.

"Excel has provided my daughter with a well rounded education and we are truly grateful for the ongoing support and encouragement of our daughter's teachers and Excel staff. Keep up the good work! Thank you!" Excel Parent

99.4%
Agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication

2% increase from 2023

98.6%
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.

0.2% increase from 2023

"Keep doing what you're doing! You all are amazing!" - Excel Parent

98.9%
Agree that EACS' mission and vision are understandable, and 96.6% feel they are clearly communicated to parents.

98.9
Agree that the Student Learner Outcomes (SLO) are relevant to EACS students and population, and that EACS is working towards the SLOs.

96.6%
Agree that EACS uses assessment data to modify and monitor curriculum and instruction of students.

99.9%
Agree that their students' teachers remind them of upcoming events, meetings, and deadlines which allow parents to be actively involved in their students' education.

"I would like to thank you Excel for being supportive of our community." - Excel Parent

Educational Partner Feedback

Students in grades 6-12

98%
Agree that the ToR is available to speak with them when they need guidance.

95%
Agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.

"Excel already is helping me learn better and I feel as if my learning goals are already fulfilled."
- Excel Student

96.7%
Agree that the ToR cares about their education and is committed to helping them succeed.

93.5%
Agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.

96.7%
Feel overall satisfaction with Excel Academy Charter School.

95.9%
Feel safe and welcome to meet with their teacher to discuss their progress

95.1%
Feel the school does a good job communicating through all forms of communication.

"My learning goals are met."
- Excel Student

94.3%
Know that they have someone at school who they can talk to (teacher or counselor).

GOAL 1

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.

Goal 1 - Broad Goal - Focus on Student Achievement

Aligned with State Priorities:

- Priority 1 - Basic Conditions of Learning: Qualified and Effective Teachers, Teacher Credentialing

- Priority 2 - State Standards and access to curriculum aligned instructional materials

- Priority 4 - Pupil Achievement/Outcomes

- Priority 7 - Course Access - Availability of textbooks and other instructional materials

Measuring and Reporting Results:
- **CAASPP, i-Ready, and ELPAC Data**

Goal 1 - Effectiveness

All eight actions were determined effective

- Students have benefited academically from the increase of support provided by EACS teachers and intervention teams.

- Increase in student performance on the i-Ready local assessment, strong CAASPP baseline results, and graduation rates.

- Increase in student participation in interventions and services to support academic achievement.

GOAL 2

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

Goal 2 - Maintenance Goal that includes actions that are ongoing and focused on regular attendance and student achievement

Aligned with State Priorities:

- Priority 1 - Basic Conditions of Learning, Qualified and Effective Teachers

- Priority 2 - State Standards and access to curriculum aligned instructional materials

- Priority 3 - Parental Involvement and Engagement

- Priority 4 - Pupil Achievement: equity in education, assessment, curriculum and instruction

- Priority 5 - Pupil Engagement - attendance

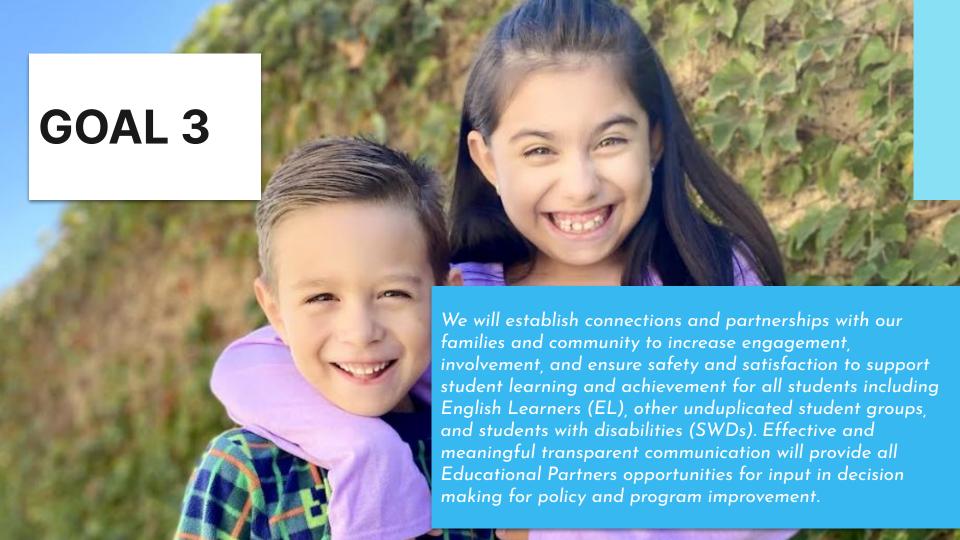**Measuring and Reporting Results:**
- Maintain or decrease Chronic Absenteeism
- Strive for 0% Expulsion and Suspension Rates
- 100% Qualified and Effective Teachers

Goal 2 - Effectiveness

All eight actions were determined effective

■ Increase in student attendance	■ Increase of student participation in SEL lessons, ELD Live, and WIN intervention classes.	*Attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.*

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 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.

Goal 3 - Maintenance goal that focuses on the correlation between establishing connections and partnerships in education with school attendance and student success.

Aligned with State Priorities:

- Priority 3 - Parental Involvement - Engagement Educational -

- Effort to seek input and participation

- Priority 5 - Pupil Engagement: School attendance rates

- Priority 6 - School Climate: Sense of safety and connectedness

Measuring and Reporting Results:
- Participation/Input Survey Results
- Maintain or increase survey outcomes by 2% each year
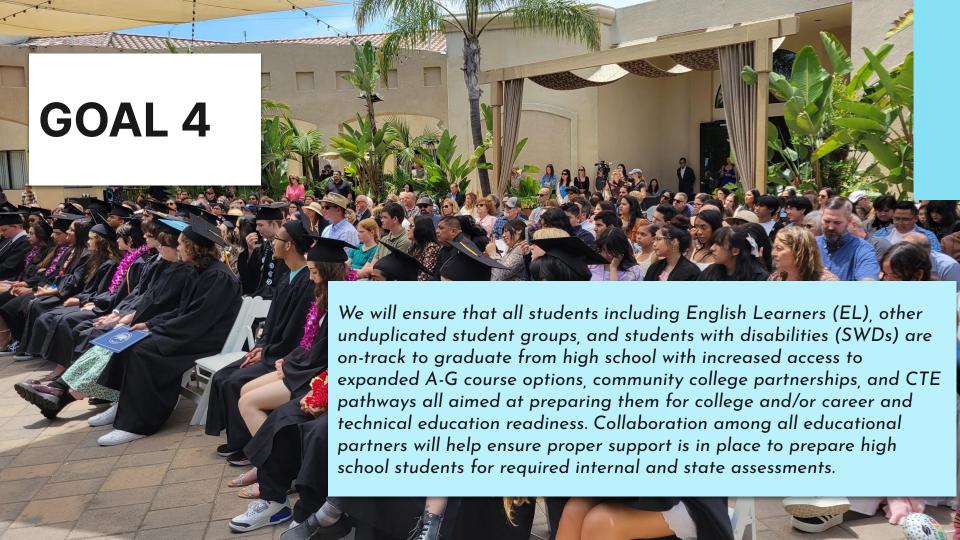- Annual safety review/updates and training

Goal 3 - Effectiveness

All seven actions were determined effective

- Increase in participation on the LCAP feedback survey for all stakeholders

- Increased the number and of input survey participants provides an opportunity to develop collaborative relationships with students, parents, and the community.

EACS recognizes a continued need to increase parent participation in SSC, ELAC and the PAC meetings.

GOAL 4

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.

Goal 4 - This goal supports students in achieving high school graduation and being ready for college and careers by continually monitoring graduation rates, CTE participation, student data, and interventions.

Aligned with State Priorities:

- Priority 1 - Basics Conditions of Learning - Qualified/Effective Teachers

- Priority 2 - State Standards: State adopted academic content

- Priority 4 - Pupil Achievement

- Priority 5 - Pupil Engagement - School attendance and chronic absenteeism

- Priority 7 - Course Access

- Priority 8 - Pupil Outcomes

Measuring and Reporting Results:
- Graduation and Dropout Rate
- Access to Broad Curriculum: Career Technical Education (CTE) Participation and College/Career Preparedness
- Students enrolled in and completion of A-G courses required for UC/CSU Admission

Goal 4 - Effectiveness

All seven actions were determined effective

- Increased enrollment in A-G and CTE courses

- Excel Academy removed barriers such as Advanced Placement exam costs for low income and foster-youth students experiencing financial hardship, and observed greater student interest in Advanced Placement (AP), CTE, and A-G courses.

The continued goal is to increase enrollment in these courses.

THANK YOU!

Excel Academy...
where we instill a love for learning
in each individual student.