



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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# Goals and Actions

## Goal

Goal #	Description
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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in ELA CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.	2021-2022 CAASPP Overall ELA Scores - Helendale 59% met or exceeded grade level standard 23% standard nearly met 18% standard not met	2022-2023 CAASPP Overall ELA Scores - Helendale 60% met or exceeded grade level standards 22% standard nearly met 18% standard not met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.	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 - Helendale 48% met or exceeded grade level standard 22% standard nearly met 30% standard not met	2022-2023 CAASPP Overall Math Scores - Helendale 48% met or exceeded grade level standards 28% standard nearly met 24% standard not met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
i-Ready ELA Increase the number of students that have met or exceeded	2021 i-Ready ELA Fall Scores ALL Tier 1: 62.2%	2022 i-Ready ELA Spring Scores ALL Tier 1: 76%	2023 i-Ready ELA Spring Scores ALL Tier 1: 76.3%	2024 i-Ready ELA Spring Scores ALL Tier 1: 72.2%	Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grade level proficiency by 2% each year.	<p>Tier 2: 23.7% Tier 3: 14.1%</p> <p>English Learners Tier 1: 42.9% Tier 2: 35.7% Tier 3: 21.4%</p> <p>Economically Disadvantaged Tier 1: 62.1% Tier 2: 18.6% Tier 3: 19.3%</p> <p>Students w/ IEPs Tier 1: 40% Tier 2: 27.5% Tier 3: 32.5%</p>	<p>Tier 2: 15.2% Tier 3: 8.8%</p> <p>English Learners Tier 1: 65.2% Tier 2: 8.7% Tier 3: 26.1%</p> <p>Economically Disadvantaged Tier 1: 66.5% Tier 2: 21.9% Tier 3: 11.6%</p> <p>Students with IEPs Tier 1: 46.7% Tier 2: 20% Tier 3: 33.3%</p>	<p>Tier 2: 13.1% Tier 3: 10.5%</p> <p>English Learners Tier 1: 56.3% Tier 2: 18.8% Tier 3: 25%</p> <p>Economically Disadvantaged Tier 1: 69.8% Tier 2: 16.5% Tier 3: 13.6%</p> <p>Students with IEPs Tier 1: 34.8% Tier 2: 19.6% Tier 3: 45.7%</p>	<p>Tier 2: 14.8% Tier 3: 13%</p> <p>English Learners Tier 1: 50% Tier 2: 15% Tier 3: 35%</p> <p>Economically Disadvantaged Tier 1: 66% Tier 2: 15% Tier 3: 19%</p> <p>Students with IEPs Tier 1: 32% Tier 2: 19% Tier 3: 49%</p>	
i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	<p>2021 i-Ready Math Fall Scores ALL Tier 1: 47.4% Tier 2: 30.9% Tier 3: 21.7%</p> <p>English Learners Tier 1: 51.9% Tier 2: 25.9% Tier 3: 22.2%</p> <p>Economically Disadvantaged Tier 1: 48.2% Tier 2: 26.6%</p>	<p>2022 i-Ready Math Spring Scores ALL Tier 1: 68.3% Tier 2: 19.6% Tier 3: 12.1%</p> <p>English Learners Tier 1: 65.2% Tier 2: 17.4% Tier 3: 17.4%</p> <p>Economically Disadvantaged Tier 1: 62.6% Tier 2: 21.5%</p>	<p>2023 i-Ready Math Spring Scores ALL Tier 1: 68.8% Tier 2: 20.2% Tier 3: 11.1%</p> <p>English Learners Tier 1: 75% Tier 2: 6.3% Tier 3: 18.8%</p> <p>Economically Disadvantaged Tier 1: 62.1% Tier 2: 25.5%</p>	<p>2024 i-Ready Math Spring Scores ALL Tier 1: 63.1% Tier 2: 22.5% Tier 3: 14.3%</p> <p>English Learners Tier 1: 43% Tier 2: 33% Tier 3: 24%</p> <p>Economically Disadvantaged Tier 1: 58% Tier 2: 24%</p>	Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 3: 25.2%  Students w/ IEPs Tier 1: 27.5% Tier 2: 22.5% Tier 3: 50%	Tier 3: 15.9%  Students with IEPs Tier 1: 39.7% Tier 2: 19% Tier 3: 41.4%	Tier 3: 12.3%  Students with IEPs Tier 1: 30.4% Tier 2: 19.6% Tier 3: 50%	Tier 3: 19%  Students with IEPs Tier 1: 31% Tier 2: 20% Tier 3: 49%	
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.	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science.  Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science.  Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science.  Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	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	Year 3 Outcome	Desired Outcome for 2023–24
		history - social science.	history - social science.	history - social science.	
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	Maintain 100% of teachers are appropriately credentialed for the courses they teach
State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	Excel Academy will maintain the availability of online, textbook, and teacher created curriculum to meet the individual needs of our students

## Goal Analysis

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

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

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

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

All actions that are aligned to goal 1 were implemented and successful based on student progress and data analysis. The budgeted expenditures are a reflection of the projected enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness of 1.1: Excel Academy increased 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 English language arts and mathematics. EACS students surpassed the percentage of students meeting or exceeding grade level standards on the CAASPP. Fall to spring i-Ready data showed significant growth each year across all ELA and math domains. Data was analyzed and interventions were in place to provide students the necessary resources and support to make progress. In 2024, 25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading. 63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring. 73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based on the spring i-Ready benchmark assessment data.

Effectiveness of 1.2: Excel Academy monitored low-income pupils, foster youth, English Learners (including LTEL students), and students with disabilities for proficiency on local assessments to review student learner outcomes and ensure academic success. In addition, Excel Academy successfully implemented and offered programs to promote academic growth as well as social-emotional learning (SEL) and awareness and character building. Students attended the offered sessions and connected with their peers.

Effectiveness of 1.3: All students were provided access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels and were assisted, supported, and guided in completing standards-aligned content by their assigned teacher.

Effectiveness of 1.4: The staff has attended professional development throughout the year to provide best practices and services to serve students and parents. Students and parents are provided with the necessary information, resources, and support to meet the individual needs of the student.

Effectiveness of 1.5: Parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, and Back to School events were provided for all parents. In 2024, a Parent Power-Up was held for parents and students across all grade levels to provide educational workshops for home educators and activities for the students.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the equity-based grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Progress was assessed during learning period meetings and live class sessions with the assigned teachers.

Effectiveness of 1.7: Students performing one or more years below grade level through the What I Need (WIN) intervention program were monitored throughout the school year and provided with individualized support. Students were required to participate in weekly intervention programs that are monitored by the credentialed teacher.

Effectiveness of 1.8: Excel Academy has analyzed and tracked the historical i-Ready data to drive our policies, curriculum, and program decisions. The results have influenced the decision to target specific students who need live instruction and additional curriculum and resources to meet targeted goals. The effectiveness of 1.8 relates to the effectiveness of 1.7 because this targeted analysis provided the intervention department with the data to identify students who were performing below grade level and who needed the additional support.

Once the CAASPP data is collected from 2024, the data will be analyzed and the staff will determine the domains that need to be targeted within ELA and math across specific grade levels.

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

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or decrease Chronic Absenteeism rate of .01%	A baseline will be developed from 2020-21 data	Cumulative Enrollment: 521, 8 Chronic Absenteeism Count, Chronic Absenteeism Rate: 1.5%	Cumulative Enrollment: 545, 7 Chronic Absenteeism Count, Chronic Absenteeism Rate: 1.1%	Cumulative Enrollment as of 2/2/2024 - 622	Maintain an Absenteeism Rate of .01% or lower
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
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach.	100% of teachers are appropriately credentialed for the courses they teach.	100% of teachers are appropriately credentialed for the courses they teach.	100% of teachers are appropriately credentialed for the courses they teach.	Maintain 100% of teachers are appropriately credentialed for the courses they teach.



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

## Goal Analysis

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

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

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

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

The budgeted expenditures are a reflection of the projected enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness 2.1: Excel Academy focused 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. Excel Academy is transparent in terms of making sure that parents and guardians are aware of the policies, procedures, and requirements that are in place.

Effectiveness 2.2: Excel Academy recruited and retained highly qualified multiple and single-subject teachers and classified staff, and was able to maintain appropriate assignments and competitive salaries and benefits.

Effectiveness 2.3: Excel Academy provided frequent communication with parents/guardians/students by notifying them of school events, opportunities, and resources through our main communication platform called Beehively, emails, the school website, and social media platforms. Excel Academy built partnerships for student outcomes by sending notification of surveys, parent informational meetings (i.e. ELAC, SSC, and PAC), 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.

Effectiveness 2.4: Excel Academy focused on purchasing technological devices and provided professional development to promote student engagement, support, and access to instruction as needed.

Effectiveness 2.5: Excel Academy focused on providing cultural awareness by inviting students and parents to share about their cultures and traditions during ELAC and SSC meetings which increased meeting attendance and helped to foster cultural awareness. EACS continues to make cultural awareness a priority.

Impact on Student Learning: The increase in attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

# Goals and Actions

## Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement 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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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 220 Responses from Educational Partners 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 304 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below.	Year 3 Outcome - 2023-2024 351 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below, and there was an increase in percentages for several questions.	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	Overall Satisfaction Report: Based on 220 responses from parents/guardians	Overall Satisfaction Report: Based on 304 responses from parents/guardians	Overall Satisfaction Report: Based on 351 responses from parents/guardians	Maintain or Increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>97.6% of survey respondents agree that the school has 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>96.4% of survey respondents agree that the school has supported 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>95.7% of survey respondents agree that the school has supported 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>	<p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child’s education. (2% increase from 2023)</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. (0.2% increase from 2023)</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.	The school safety plan was last reviewed and updated with staff in March of 2024.	Annual Review and Training Date

# Goal Analysis

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

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

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

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

The budgeted expenditures are a reflection of the projected enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

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

Effectiveness 3.5: Excel Academy maintains a safe learning environment for all students by training the teachers and staff on school-wide safety plans. The school-wide safety plans are updated as deemed necessary and appropriate and shared with stakeholders to provide transparency and accountability. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school

expectations in regards to a mandated reporter, sexual harassment, blood borne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by clerical staff.

Effectiveness 3.7: Operations of Excel Academy are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.

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

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

# Goals and Actions

## Goal

Goal #	Description
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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Dropout Rate	Develop a baseline from 2020-21 data.	2020-21: 93.8% Graduation Rate 2020-21: 6.3% Dropout Rate	2021-22: 100% Graduation Rate 2021-22: 0% Dropout Rate	2022-23 - 90.9% Graduation Rate 2022-23 - 0% Dropout Rate	Increase the graduation rate by 2%
Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU preparedness	2020-21: Number of Students participating in CTE: 11	2021-22: Number of Students participating in CTE: 13	2022-23 - Number of Students participating in CTE: 2	Increase the % of College/Career Prepared students by 2%
Access to a Broad Curriculum: College/Career Prepared  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: 54.43%  Completed All Courses Required for UC/CSU Admission: 0	2021-22: Students enrolled in UC/CSU required courses for admission: 34  Completed All Courses Required for UC/CSU Admission: 0	2022-23: Students enrolled in UC/CSU required courses for admission: 54  Completed All Courses Required for UC/CSU Admission: 5	Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate

# Goal Analysis

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

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

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

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

The budgeted expenditures are a reflection of the projected enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness 4.1: Consistent with California College and Career Indicators, Excel Academy has developed a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals, and continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.

Effectiveness 4.2: Students transitioning from middle to high school are 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.

Effectiveness 4.3: Excel Academy provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Excel Academy works to review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.

Effectiveness 4.4: Excel Academy ensures all students have the opportunity for intensive CAASPP preparation, specifically low income, EL students, foster-youth, and students with disabilities. Grade level test prep packets in ELA and math, the teacher led performance test prep sessions, and practice tests are designed to assist students in preparation for testing.

Effectiveness 4.5: Excel Academy covers the Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.



Effectiveness 4.6: Excel Academy is working to expand 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.

Effectiveness 4.7: Excel Academy analyzes 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. Excel Academy provides targeted interventions and resources to students identified as needing additional support.

Impact on Student Learning: Excel Academy removed barriers such as Advanced Placement exam costs for low income and foster-youth students experiencing financial hardship, and observed greater student interest in Advanced Placement (AP), CTE, and A-G courses. The continued goal is to increase enrollment in these courses.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

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