Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Excelsior Charter Schools	Dale Lee, Assistant Superintendent of Educational Services	DaleL@Excelsior.com 760-245-4262

Plan Summary [LCAP Year 2024-2025]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Excelsior Charter School is an accredited and state-funded charter school comprised of 7 campuses located in San Bernardino County serving 7th through 12th grade students. Excelsior Charter Schools has a total enrollment of 2,180 students with the ethnic diversity of the student body comprised of 1259 Hispanic (57.8%), 563 White (25.8%), 210 African American/Black (9.6%), 104 Two or more races (4.8%), 16 Asian (1%), 14 Filipino (1%). Excelsior's program is a non-classroom funded, hybrid learning program that includes in-person, virtual-synchronous and independent study classes, along with dual (college) enrollment and Career Technical Education opportunities.

Once enrolled at Excelsior Charter Schools, each student receives a personalized class schedule tailored to their unique educational needs. This schedule is meticulously crafted in accordance with a specialized education plan developed by a credentialed counselor or administrator. Students are offered a variety of learning formats, including on-campus classes, dual enrollment opportunities, virtual classes, and independent study courses. On-campus classes are available from Tuesday through Friday across all Excelsior locations. Reflecting our non-classroom-based funding model, students are offered any combination of on-campus, virtual, independent study, or dual enrollment classes, provided they meet academic prerequisites.

Excelsior Charter Schools assess academic progress using standardized assessments to ensure consistency across the system. Quarterly summative exams, along with formative quizzes and tests, are administered in line with the specific pacing of each course. The curriculum for all core and most elective courses is segmented into units that span a quarter, featuring daily goals that adhere to state standards. The Canvas Learning Management System (LMS) serves as the main platform for curriculum access, where a pacing guide outlines daily tasks to help students manage

their workload effectively within the designated timeframe. Additionally, parents can engage with the curriculum, communicate with teachers, and track their child's academic progress via a separate login in Canvas. To further support preparation for state testing in the spring, Excelsior uses STAR Renaissance assessments for reading and math and Smarter Balanced Interim Assessments. These tools are integral for monitoring progress and preparing students effectively for their academic Smarter Balanced Assessments.

Excelsior Charter Schools offers comprehensive mental health and wellness support for both students and staff. The school employs a mix of school counselors and virtual counseling services, along with proactive health and safety monitoring of communications. These measures ensure timely coordination with external mental health services to support the well-being of our school community.

Effective communication and teamwork are foundational to the success of our programs at Excelsior Charter Schools. We strive to foster strong connections with our students and their families. Our distinctive approach includes the entire team of staff who work closely with students, a comprehensive and interactive Learning Management System, and a variety of class formats such as on-campus, virtual, independent study, and dual enrollment options. Excelsior's innovative, hybrid educational model is tailored to address the diverse needs of students, preparing them comprehensively for their future beyond high school. We are committed to enhancing academic performance as reflected in the California Dashboard, driven by targeted improvements in Math, English, progress of English learners, and college/career readiness.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Excelsior Charter Schools demonstrated growth in all academic indicators on the California School Dashboard for the year 2023. Growth was published in English Language Arts with a point increase of 4.4 points while Mathematics was recorded at a rate of 2.5 points. The point increase threshold for Mathematics was not enough to publish "increased" on the indicator, instead this was published as "maintained". The English Learner Progress Indicator was recorded with an increase of 2.5% moving the school's overall indicator into the Green and status of medium. The final academic indicator included CCI which was baseline year for published data. The school demonstrated a medium status for this indicator with 36.7% of the graduates receiving prepared identification.

Excelsior Charter Schools non-academic indicators include the Graduation Rate of 91.6% (increase of 2.4%), Chronic Absenteeism rate of 1.6% (increase of 1.1%) and Suspension Rate of 3.1% (increase of 1.6%). These indicators demonstrate overall success for the school as compared to surrounding schools and the state overall. The increases

in chronic absenteeism and suspension rate are two indicators the school is focusing on moving into the 2024/2025 school year.

Excelsior Charter Schools English Learner student group was recorded at the lowest levels in both English Language Arts and Mathematics. This student group declined in English Language Arts 42.9 points and declined in Mathematics 24.3 points as compared to the prior year. The 2023 school year had 62% increase of enrollment for the English Learner student group which led to the identification of additional needs and resources.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers and Support Staff	Teachers and support staff are included in the educational partnership meetings weekly during school site staff meetings, monthly during TEAMS meetings, and at the beginning and end of year all staff meetings. These meetings were held on the following dates: 9/6/23, 9/25/23, 10/02/23, 11/6/23, 11/13/23, 12/4/23, 12/11/23, 2/5/24, 2/12/24, 3/11/24, 4/8/24, 4/15/24,
Principals and Leadership Team	Principals and the overall Leadership team made up of all administrators meet bi-monthly for Leadership strategic planning meetings, monthly for District Walkthroughs to support school site Instructional Leadership, quarterly during data review meetings, and each semester for action planning. These meetings were held on the following dates: 7/9/23, 9/22/23, 10/2/23, 10/23/23, 11/17/23, 12/18/23, 1/12/24, 1/23/24-1/26/24, 2/12/24, 2/23/24, 3/4/24, 4/22/24, 5/13/24, 5/20/24
Parents and Students	Parents and students were included in the strategic planning process with their direct involvement in School Site Council, the English Learner Advisory Committee, Coffee with the Principal and through their attendance at school board meetings. These meetings were held on the following dates: 8/8/23, 8/25/23, 8/31/23, 9/12/23, 9/15/23, 9/21/23,

	9/22/23, 9/23/23, 10/4/23, 10/17/23, 10/20/23, 10/25/23, 10/26/23, 11/14/23, 11/17/23, 11/29/23, 11/30/23, 12/12/23, 12/18/23, 1/17/24, 1/16/24, 1/19/24, 1/25/24, 1/30/24, 2/4/24, 2/13/24, 2/21/24, 2/26/24, 2/29/24,3/12/24, 3/14/24, 3/15/24, 3/28/24, 4/9/24, 4/19/24, 4/25/24, 5/29/24
Board of Directors	The board of directors was included in the educational process with their participation and inclusion at each monthly board meeting and the mid-year board of directors update and strategic planning seminar. The meetings were held on the following dates: 8/8/23, 9/12/23, 10/17/23, 11/14/23, 12/12/23, 1/16/24, 1/23/24-1/30/24, 2/13/24, 3/12/24, 4/9/24, 4/19/24

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The LCAP was influenced by the immediate shared feedback amongst all stakeholders. The frequency of the meetings was dependent upon the time of year and topic that surfaced as aligned with the school's calendar and terms. Most input came at the conclusion of each school quarter and semester. Identified needs came through the collaborative data review process as aligned with the release of the CA School Dashboard, the conclusion of each semester, and the timing of internal benchmark data. The school additionally created an internal tracking dashboard for each school site to review progress as aligned with the 2023/2024 LCAP. This dashboard was utilized internally with district administration to support each school site individually under the leadership and vision of the school site's principal. Educational partners shared celebrations of growth areas while identifying needs in basic services and student and family engagement. With the primary LCAP Goals of 2023/2024 being academic, stakeholders shared additional needs to support our student and family relationships with teachers, the development of a consistent PBIS program, and additional supports for our English Learners, Special Education and full-time independent study students. Student performance equity gaps were identified from both state and internal data for these three groups of students which has driven changes to the school's goals and actions for the new LCAP cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	Excelsior Charter Schools will provide clean campuses, access to technology, sufficient instructional materials, and appropriately credentialed teachers and support staff at all school sites, in order to engage students in high-quality learning facilitated by a diverse, highly qualified staff.	Conditions of Learning

State Priorities addressed by this goal.

This commitment aligns with state priorities, including Priority 1 - Basic Conditions of Learning, Priority 2 - State Standards for Conditions of Learning. and Priority 7 - Course Access for Conditions of Learning

An explanation of why the LEA has developed this goal.

Excelsior Charter Schools developed this goal in alignment with the above referenced LCFF priorities after diligent collaborative reviews of the CA State Dashboard, CALSAAS credentialing reports, Williams' report data, and internal student data. Stakeholders identified equity gaps for student groups such as Special Education, English Learner, and Independent Study students as aligned with state

standards. Improved services were identified as a need for these specific groups. Resource alignment was discussed and reviewed to ensure these groups as well as all students received equitable access to basic services such as being assigned highly qualified teachers, having neat and orderly campuses with adequate space for academics as well as social and emotional needs, and having equitable educational opportunities regardless of the method of instruction (in-person, hybrid, or independent study). The perspectives from survey data shared that not all sites had the same opportunities for SEL needs beyond classroom space for academics. Additionally, course access for Special Education, English Learner, and Independent Study students was reviewed through internal analysis of master schedules, stakeholder surveys, and transcript reviews. The need for more teaching staff and campus opportunities arose through these collaborative efforts which led to this goal's creation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1.1	Teachers Without Credentials and Misassignments (“ineffective” under ESSA) as reported by the Annual SARC Report	9.54%	25.43%		5.00%	4.54%
Metric #1.2	100% of facilities in "Good Repair or Better" rating per the Williams Facilities FIT Report as published in SARC.	100%	100%		100%	0.0%
Metric #1.3	Williams Instructional Materials Audit - Standards Based Instructional Materials will always meet 1:1 for Students	100%	100%		100%	0.0%
Metric #1.4	1:1 Technology access for every student	100%	100%		100%	0.0%
Metric #1.5	Perception of safety on campus (survey data)- Parents	68%	69%		85%	17%
Metric #1.6	Perception of safety on campus (survey data)- Students	62%	65%		85%	23%
Metric #1.7	Perception of safety on campus (survey data)- Staff	89%	81%		95%	6%
Metric #1.8	SEIS reports on compliance with services delivered/internal IEP audit	LEA transitioned to SEIS	TBD		97% of services delivered.	N/A

		during 23/24 School Year. No Baseline Data.				
Metric #1.9	Ratio of Sped Students to Sped teachers & Paraeducator	Students: Teachers = 33 Students: Paraeducator = 23	Students :Teachers = 28 Students :Paraeducators: = 23		Students: Teachers = 28 Students: Paraeducator = 23	Students: Teachers = 5 Students: Paraeducator = 0
Metric #1.10	Teacher Retention	91%	85%		95%	4%
Metric #1.11	Internet Safety Assembly Attendance Rate	100%	Springtime		100%	0.0%

Goal Analysis for [LCAP Year 2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1.1	Attract quality educators (through analyzing competitive pay and benefits)	While preparing for the upcoming year's budget, the Business Office and Human Resource departments will conduct salary and benefit compensation studies to ensure Excelsior Charter Schools' salary schedules are competitive and attractive for prospective employes, yet sustainable long term.	$38,539	Yes
Action #1.2	Safe Learning Environments	ECS will conduct safety walkthroughs to ensure learning environments are safe and are in good repair and provide an annual report with repair/replace recommendations to district administration.	$152,959	Yes
Action #1.3	Internet Safety	ECS will conduct annual staff and student safety training on internet use and will monitor internet usage internally and through third party vendors.	$39,651	Yes

Action #1.4	District support for technology access and implementation	ECS will utilize district staff to ensure equitable access to instructional materials and technology for educational use at all sites. District staff will provide review and training of technology prior to implementation. Quarterly audits on instructional access limitations such as home internet availability will be conducted by ECS. ECS will provide internet access through hot spots to any family in need.	$58,113	Yes
Action #1.5	Strengthen relationships with credentialing/internship programs	ECS district staff will continue to develop relationships with credentialing programs to ensure options for staff when seeking continuous learning or adding a credential. These relationships will also provide a direct channel for intern eligible applicants to work directly with ECS. ECS will support internal staff with credentialed mentors.	$91,757	Yes
Action #1.6	Decrease Caseloads for Special Population Staff	The ECS administration will quarterly review student to staff caseloads to ensure equitable access to their special population teacher and recommend any staffing needs.	$74,558	Yes
Action #1.7	Math Coach	ECS will utilize a math coach to provide ongoing training, support, and professional development to math teachers and administrators across the district.	$116,272	Yes
Action #1.8	ELA Coach	ECS will utilize an English coach to provide ongoing training, support, and professional development to ELA teachers and administrators across the district.	$140,411	Yes

Goal

Goal #	Description	Type of Goal
Goal #2	Excelsior Charter Schools will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators. This includes providing instructional support for English Learners (ELs), Special Education (SPED), Foster Youth (FY), Homeless (HL), Hispanic (HI), at-risk students, and struggling learners.	Student Outcomes

State Priorities addressed by this goal.

The district's commitment is designed to offer students choices that prepare them for college and career pathways, aligning with State Priorities: Priority 4 - Pupil Achievement for Pupil Outcomes, Priority 5 - Pupil Engagement, and Priority 8 - Other Pupil Outcomes for Pupil Outcomes

An explanation of why the LEA has developed this goal.

Excelsior Charter Schools developed this goal in alignment with the above referenced LCFF priorities after diligent and collaborative reviews of the academic indicators on the CA State Dashboard, annual Summative and Interim CAASPP and ELPAC data, as well as internal local benchmark and student achievement data as recorded within the LEA's student information system. A collaborative and ongoing review of these data metrics revealed ongoing growth necessary for all students within Excelsior Charter Schools but also found an increased need for the student groups of English Learners, Special Education, Foster, Homeless, and the students completing all courses under the independent study mode of instructional delivery. These academic performance achievement gaps for these groups of students require additional monitoring, support, and resources. The goal includes the "all students" group as well to ensure the LEA closes the achievement gaps identified in Mathematics, English Language Arts, the College and Career Indicator (CCI), and the English Learner Progress Indicator (ELPI) as compared to the state of California overall.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #2.1	CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - All Students	37.66 % Met or Exceeded	36.9% Met or Exceeded		47.66%	10.76%
Metric #2.2	CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - English Learners	1.45% Met or Exceeded	7.14% Met or Exceeded		11.87%	4.73%

Metric #2.3	CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - African American Students	23.08% Met or Exceeded	32.95% Met or Exceeded		30.85%	-2.1%
Metric #2.4	CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Students with Disabilities	12.89% Met or Exceeded	14.2% Met or Exceeded		16.79%	3.9%
Metric #2.5	CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Homeless Youth	34.04% Met or Exceeded	31.5% Met or Exceeded		36.80%	5.3%
Metric #2.6	CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Low Income/ Socioeconomically Disadvantaged	34.27% Met or Exceeded	32.8 % Met or Exceeded		36.27%	3.47%
Metric #2.7	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded”- All Students	12.75% Met or Exceeded	14.68 % Met or Exceeded		34.62%	19.94%
Metric #2.8	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - English Learners	0.00% Met or Exceeded	3.51% Met or Exceeded		10.93%	7.42%
Metric #2.9	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - African American Students	7.69% Met or Exceeded	7.95% Met or Exceeded		17.89%	9.94%
Metric #2.10	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Homeless Students	6.52% Met or Exceeded	13.16% Met or Exceeded		17.15%	3.99%
Metric #2.11	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Students with Disabilities	4.27% Met or Exceeded	4.32% Met or Exceeded		13.26%	8.94%
Metric #2.12	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Low Income/ Socioeconomically Disadvantaged	9.15% Met or Exceeded	12.17% Met or Exceeded		23.91%	11.74%

Metric #2.13	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Hispanic	8.92% Met or Exceeded	13.52% Met or Exceeded		23.69%	10.17%
Metric #2.14	California School Dashboard, Graduation Rate - All Students	91% Graduated	87.3%		95%	7.7%
Metric #2.15	California School Dashboard, Graduation Rate indicator - Socioeconomically Disadvantaged	88.4% Graduated	85.4%		95%	9.6%
Metric #2.16	California School Dashboard, Graduation Rate indicator –English Learner	69.6% Graduated	65.4%		95%	29.6%
Metric #2.17	California School Dashboard, Graduation Rate indicator – Students with Disabilities	94.1% Graduated	85.7%		95%	9.3%
Metric #2.18	California School Dashboard, Graduation Rate indicator - African American	87.1 % Graduated	91.7%		95%	3.3%
Metric #2.19	California School Dashboard, Graduation Rate indicator - Homeless	82.5% Graduated	67.6%		95%	27.4%
Metric #2.20	California School Dashboard, English Learner Progress Indicator	46.2% Making Progress	50.8% Making Progress		56%	5.2 %
Metric #2.21	California School Dashboard, College and Career Indicator - All Students	36.7% Prepared	33.4% Prepared		44.9%	11.5 %
Metric #2.22	California School Dashboard, College and Career Indicator – Socioeconomically Disadvantaged	29.4% Prepared	28.5% Prepared		36.4%	7.9 %
Metric #2.23	California School Dashboard, College and Career Indicator - English Learners	5% Prepared	4.2% Prepared		16.3%	12.1%

Metric #2.24	California School Dashboard, College and Career Indicator - Students with Disabilities	15.6% Prepared	10% Prepared		18.6%	8.6%
Metric #2.25	California School Dashboard, College and Career Indicator - African American	22.6% Prepared	36.1% Prepared		26.1%	-10%
Metric #2.26	California School Dashboard, College and Career Indicator - Homeless	21.1% Prepared	20.6% Prepared		27.4%	6.8%
Metric #2.27	California School Dashboard, ELA Academic Indicator - All Students	31.7 Points Below Standard	36.3 Points Below Standard		12.6 Points Below Standard	23.7 Pts
Metric #2.28	California School Dashboard, ELA Academic Indicator – Socioeconomically Disadvantaged	41.7 Points Below Standard	44.6 Points Below Standard		40.6 Points Below Standard	4 Pts
Metric #2.29	California School Dashboard, ELA Academic Indicator - English Learners	119.5 Points Below Standard	80 Points Below Standard		66.7 Points Below Standard	13.3 Pts
Metric #2.30	California School Dashboard, ELA Academic Indicator - African American	67.8 Points Below Standard	55.8 Points Below Standard		58.6 Points Below Standard	2.8 Pts
Metric #2.31	California School Dashboard, ELA Academic Indicator - Students with Disabilities	113.4 Points Below Standard	99.9 Points Below Standard		95.3 Points Below Standard	4.6 Pts
Metric #2.32	California School Dashboard, ELA Academic Indicator - Homeless Students	45.6 Points Below Standard	67.5 Points Below Standard		40 Points Below Standard	27.5 Pts

Metric #2.33	California School Dashboard, Math Academic Indicator - All Students	119.1 Points Below Standard	113.3 Points Below Standard		48.1 Points Below Standard	65.2 Pts
Metric #2.34	California School Dashboard, Math Academic Indicator – English Learner	187.5 Points Below Standard	147.7 Points Below Standard		92.4 Points Below Standard	55.3 Pts
Metric #2.35	California School Dashboard, Math Academic Indicator - Low Income /Socioeconomically Disadvantaged	130.3 Points Below Standard	124.4 Points Below Standard		79.8 Points Below Standard	44.6 Pts
Metric #2.36	California School Dashboard, Math Academic Indicator - African American Students	154.3 Points Below Standard	124.7 Points Below Standard		103.5 Points Below Standard	21.2 Pts
Metric #2.37	California School Dashboard, Math Academic Indicator - Homeless Students	151.5 Points Below Standard	140.4 Points Below Standard		100.3 Points Below Standard	40.1 Pts
Metric #2.38	California School Dashboard, Math Academic Indicator -Students with Disabilities	184 Points Below Standard	175.7 Points Below Standard		126.3 Points Below Standard	49.4 Pts
Metric #2.39	California School Dashboard, Math Academic Indicator - Hispanic	127.9 Points Below Standard	121.1 Points Below Standard		79.8 Points Below Standard	41.3 Pts
Metric #2.40	Data Quest, A-G Completion Rate - All Students	36.7%	25.2%		44.9%	8.2%
Metric #2.41	DataQuest - Dual Enrollment - Number of Students passing with C- or better	24.6%	22.1%		45.5%	20.9%

Metric #2.42	Data Quest - Career Technical Education Pathway Completers	9.3%	8.6%		19.7%	10.4%
Metric #2.43	Met A-G Requirement and Complete 1 CTE Pathway (Added June 2022)	5%	7%		12.1%	7.1%
Metric #2.44	Professional Development - Teacher Attendance Data - TEAMS	Attendance requirement new for 24/25. No baseline data			100%	N/A
Metric #2.45	Professional Development for Classified Paraeducator Canvas Completion	Completion requirement new for 24/25. No baseline data			100%	N/A
Metric #2.46	Professional Development for Classified Paraeducator Attendance	Attendance requirement new for 24/25. No baseline data			100%	N/A
Metric #2.47	Reclassification Rates of English Learners - Local Data	9.7%	8.19%		18.7%	10.51%
Metric #2.48	Unduplicated Career Technical Education Enrollment - Local Data Aeries	243	222		264	21
Metric #2.49	STAR Renaissance Reading: School Wide (at or above proficiency level)	47.9%	46.1%		58%	11.9%
Metric #2.50	STAR Renaissance Reading: By Grade Level (at or above proficiency level)	7th Grade: 36.6% 8th Grade:41.6% 11th Grade: 53.1%	7th Grade: 35.4% 8th Grade: 42.5% 11th Grade: 51.6%		7th: 45.6% 8th: 50.6% 11th: 62.1	7th:10.2% 8th: 8.1% 11th: 10.5%

Metric #2.51	STAR Renaissance Reading: EL (at or above proficiency level)	1.5%	11.8%		10.5%	-1.3%
Metric #2.52	STAR Renaissance Reading: Homeless (at or above proficiency level) (Local Data Aeries)	47.14%			56.14%	9%
Metric #2.53	STAR Renaissance Reading: SPED (at or above proficiency level)	26.7%	25.2%		35.7%	10.5%
Metric #2.54	STAR Renaissance Reading: African American (at or above proficiency level)	32.9%	45%		41.9%	-3.1%
Metric #2.55	STAR Renaissance Reading: Low Income/Socioeconomically Disadvantaged (at or above proficiency level)	46.92%			55.92%	9%
Metric #2.56	STAR Renaissance Mathematics: School Wide (at or above proficiency level)	22.7%	18.9%		31.7%	9%
Metric #2.57	STAR Renaissance Mathematics: By Grade Level (at or above proficiency level)	7th Grade: 16.22% 8th Grade: 24.5% 11th Grade: 23.5%	7th Grade: 20.8% 8th Grade: 24.6% 11th Grade: 19.9%		7th Grade: 25.2% 8th Grade: 33.5% 11th Grade:32.5 %	7th Grade: 4.4% 8th Grade: 8.9% 11th Grade: 12.6%
Metric #2.58	STAR Renaissance Mathematics: EL (at or above proficiency level)	2.8%	9.3%		11.8%	2.5%
Metric #2.59	STAR Renaissance Mathematics: Homeless (at or above proficiency level) (Local Data Aeries)	10.14%			19.14%	%

Metric #2.60	STAR Renaissance Mathematics: SPED (at or above proficiency level)	13.2%	9.1%		22.2%	13.1%
Metric #2.61	STAR Renaissance Mathematics: African American (at or above proficiency level)	9%	16.3%		18%	1.7%
Metric #2.62	STAR Renaissance Mathematics: Low Income/Socioeconomically Disadvantaged (at or above proficiency level)	19.69%			28.69%	%
Metric #2.63	Number of CCAP classes offered	24	43		27	3

Goal Analysis for [LCAP Year 2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #2.1	Weekly District Walkthroughs	ECS district office administration and coaches will conduct rotating weekly site walkthroughs to support principals with their action plans and goals tied to the district LCAP Goal #2 as well as individualized site student outcome goals.	$214,100	Yes
Action #2.2L	Ensuring English Learner Academic Success	ECS district administration will partner with site leadership to review English Learner formative data to inform staff site meetings and set micro goals throughout year.	$143,700	Yes
Action #2.3	Increasing services to support equity and access for college readiness	ECS will review current services and access by student group to target underrepresented student groups in partnership with local colleges and counselors.	$330,326	Yes
Action #2.4L	Increased and improved services for unduplicated students	ECS will review unduplicated student academic data by location with administration, teaching and support staff and as a district to inform instruction and identify instructional changes necessary to improve student outcomes.	$437,376	Yes
Action #2.5	Providing and improving increased equity-driven Career Technical Education (CTE) programs	ECS will identify CTE pathways as aligned with school site interest and currently available courses for revision and addition of CTE opportunities for students. Data analysis of current offerings will occur bi-yearly for a review of potential program changes necessary.	$38,471	Yes

Action #2.6	Increasing supplemental college readiness activities for student success	ECS administration will develop and calendar additional activities and opportunities for students to participate in at each location on the topic of college readiness. These activities will include school counselors and community college partners.	$152,929	Yes
Action #2.7	Universal Screeners	ECS will continue the use of universal screeners to ensure all students are placed appropriately in the coursework necessary for remediation or advancement.	$458,786	Yes
Action #2.8	VAPA for All Students	ECS administrators, counselors, and teaching staff will review and encourage the enrollment in Visual and Performing Arts classes for all students who share an interest in this pathway as aligned with UC/CSU entrance requirements.	$183,514	Yes
Action #2.9	Dual Enrollment Audits and Improvement	ECS administrators will quarterly audit enrollment and completion numbers of dual enrollment courses and continue to develop marketing plans and identify any additional supports or resources necessary to ensure student success in dual enrollment coursework.	$489,371	Yes
Action #2.10L	Staff Collaboration for English Learners	ECS Ed Services department will collaborate with administrators and teaching staff quarterly to support English Learner students academically based upon academic performance achievement data. Individual school site needs and data review will occur to individualize resources and support at each site level.	$223,276	Yes
Action #2.11L	Student Support Specialist Training	ECS will provide training and professional development to student support specialists to support high risk students.	$103,991	Yes
Action #2.12	CAASPP Test Preparation	ECS will continuously review and refine common curriculum to align with student deficits identified within Interim CAASPP assessments and Summative CAASPP data. ECS will collaborate on best practices and share test taking strategies prior to CAASPP assessments and provide readiness bootcamps to ensure student success.	$275,146	Yes

Action #2.13	Counselor Frequent Transcript Audits	ECS counselors will audit student transcripts each semester to ensure on-time graduation of each cohort, a-g completion, and other graduation requirement metrics.	$229,393	Yes
Action #2.14	Professional Learning – Teacher TEAMs Meetings	ECS campuses will come together by department to engage in professional learning opportunities through analysis and collaborative shared efforts of best practices as aligned with student outcomes. This collaboration will allow continuous refinement of growth in teaching practices as shared by others within district by subject area.	$115,156	Yes
Action #2.15	Professional Learning – Leadership & Principals	ECS leadership team will meet monthly to engage in data analysis, reflection of student outcomes, and shared best practices amongst leadership team across all school sites. These efforts will improve services through frequent analysis of formative data to further improve outcomes.	$214,100	Yes
Action #2.16	Professional Learning – Classified Staff	ECS will encourage continuous learning and growth for classified staff via approved conferences and professional development opportunities, internal best-practice cohorts, and college tuition reimbursement.	$98,335	Yes
Action #2.17	Multi-Tiered Systems of Supports -Development	ECS will finalize an MTSS system to roll out during this new LCAP cycle as aligned with serving the basic needs of all students. Identifying each tier will need to be tied to each mode of instructional delivery to ensure students are meeting their academic goals and social emotional needs.	$266,097	Yes
Action #2.18	Multi-Tiered Systems of Supports - Site Training	ECS administrators will train each site on the MTSS development after collaboration and creation of MTSS plan has been finalized with all staff input to ensure success of plan and accuracy of use.	$168,221	Yes
Action #2.19	Multi-Tiered Systems of Supports -Admin Training	ECS administrators will develop a training plan collectively for future use and training of future administration to ensure accuracy of plan and effective use and implementation.	$183,699	Yes

Goal

Goal #	Description	Type of Goal
Goal #3	Excelsior Charter Schools will provide an equity-centered safe learning environment that supports a positive school climate through student and family engagement, student and staff success, and parent involvement.	Engagement

State Priorities addressed by this goal.

This commitment to involving the whole family and community in student learning and well-being aligns with State Priorities: Priority 3 - Parental Involvement for Engagement; Priority 5 - Pupil Engagement for Engagement; and Priority 6 - School Climate for Engagement

An explanation of why the LEA has developed this goal.

Excelsior Charter Schools developed this goal in alignment with the above referenced LCFF priorities after diligent and collaborative reviews of the California School Dashboard indicators of Suspension Rate and Chronic Absenteeism, annual stakeholder survey data, attendance rates, and school wide student intervention data. These data sources informed us of the need to improve in school climate and family engagement. Stakeholders identified trends and patterns as revealed within the data and during stakeholder engagement meetings that school culture and climate needs improvement as coupled with family involvement and student engagement. The LEA revised its instructional models within the prior LCAP cycle to better serve the needs of all students as academics demonstrated improvement when students had higher levels of accountability with in-person or synchronous instruction. However, the school climate and involvement of families decreased according to survey data under this change as the school's prior model included a requirement for all students to come to campus once per unit to meet with their assigned teacher. The new requirement of meeting with a non-credentialed staff member to meet with families did not provide the same level of service that families were accustomed to, and family involvement lessened.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Metric # 3.1	California School Dashboard, Suspension Rate Indicator - all students	3.1%	3.2%		1.5%	1.7%
Metric #3.2	California School Dashboard, Suspension Rate Indicator - English Learners	1.5%	4%		1.5%	2.5%
Metric #3.3	California School Dashboard, Suspension Rate Indicator - Low Income /Socioeconomically Disadvantaged	2.8%	3.3%		1.5%	1.8%
Metric #3.4	California School Dashboard, Suspension Rate Indicator - African American	4.2%	7%		1.5%	5.5%
Metric #3.5	California School Dashboard, Suspension Rate Indicator - Homeless Students	2.1%	4.3%		1.5%	2.8%
Metric #3.6	CA Dashboard Suspension Rate Indicator - Students with Disabilities	4.8%	5.1%		1.5%	3.6%
Metric #3.7	California School Dashboard, Chronic Absenteeism Indicator - All Students	1.6%	0.5%		<1%	.5%
Metric #3.8	California School Dashboard, Chronic Absenteeism Indicator - African American Students	2.4%	0%		<1%	0%
Metric #3.9	California School Dashboard, Chronic	7.9%	0%		<1%	0%

	Absenteeism Indicator - Homeless Students					
Metric #3.10	California School Dashboard, Chronic Absenteeism Indicator - Students with Disabilities	0%	0.7%		<1%	0%
Metric #3.11	CA Dashboard Chronic Absenteeism Indicator English Learners	1.7%	0%		<1%	0%
Metric #3.12	CA Dashboard Chronic Absenteeism Indicator Socioeconomically Disadvantaged	2.1%	0.5		<1%	.5%
Metric #3.13	Data Quest - Expulsion Rate All Students	0.0%	0%		0.0%	0.0%
Metric #3.14	Data Quest - Expulsion Rate African American	0.0%	0%		0.0%	0.0%
Metric #3.15	CALPADS - Dropout count grades 7 & 8 (MS Dropout) (Added June 2022)	5 students	5 Students		0 Students	5 Students
Metric #3.16	CALPADS - Dropout count grades 9-12 (HS Dropout) (Added June 2022)	27 students	42 Students		13 Students	14 Students
Metric #3.17	CALPADS 14.1 - School Attendance All Students	98.15%	98.24%		100%	1.85%
Metric #3.18	Data Quest Absenteeism by Reason - School Attendance African American	95.97%	98.71%		100%	3.03%
Metric #3.19	CALPADS 14.1 - School Attendance English Learners (14.1 Report)	97.51%	99.37%		100%	2.49%

Metric #3.20	Data Quest Absenteeism by Reason -Socioeconomically Disadvantaged	97.43%	98.30%		100%	2.57%
Metric #3.21	CALPADS 14.1 & Aeries Query - School Attendance Students with Disabilities	99.53%	99.47%		100%	.47%
Metric #3.22	Data Quest Absenteeism by Reason - School Attendance Homeless	90.71%	96.88%		100%	9.29%
Metric #3.23	Student Climate Survey - All Students	65%			85%	20%
Metric #3.24	Student Climate Survey- SPED	72%			85%	13%
Metric #3.25	Student Climate Survey- EL	60%			85%	25%
Metric #3.26	Student Climate Survey- Independent Study	60%			85%	25%
Metric #3.27	Student Climate Survey- On Campus	66%			85%	19%
Metric #3.28	Parent Climate Survey –All Students	71%			85%	14%
Metric #3.29	Parent Climate Survey- SPED	68%			85%	17%
Metric #3.30	Parent Climate Survey - EL	81%			85%	4%
Metric #3.31	Parent Climate Survey – Independent Study	75%			85%	10%
Metric #3.32	Parent Climate Survey – On Campus	71%			85%	14%
Metric #3.33	Staff Climate Survey All Staff	82%			85%	3%
Metric #3.34	Tiered Re-engagement data tracked at least monthly	A new policy was implemented on			<5% Tier 3	N/A

		23/24. No baseline data.				
Metric #3.35	TFI - Tiered Fidelity Inventory	New tool created for 23/24. No baseline data.			70%	N/A
Metric #3.36	In Person Classroom Attendance Rates	New in person attendance requirement 23/24. No data 2023.	90.43%		100%	N/A
Metric #3.37	IS Meeting Attendance Rates	Establishing meeting attendance requirement 23/24 for all Independent Study (IS) students to meet with IS teacher. No data 2023.			100%	N/A
Metric #3.38	ELD Attendance Rates	No data from 2023. ELD courses were fully developed and introduced during the 23/24 school year as aligned to prior year's LCAP.	89.63%		100%	N/A

Metric #3.39	Parental Participation includes families of unduplicated students and students with exceptional needs. (Added June 2020)	Participation in Survey: All: SPED: 53 EL: 14			>25% Participating	ALL: SPED: EL
Metric #3.40	HR Teacher Attendance Data	New Metric Established 23/24.			90% Attendance	N/A
Metric #3.41	Home Survey	Once per year			Twice Per Year	One

Goal Analysis for [LCAP Year 2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #3.1	Wellness Opportunities for Employees	ECS administration will provide wellness resources for employees.	$79,533	Yes
Action #3.2	Co-Curricular and Extracurricular Activities	ECS administration and teaching staff will review current co-curricular and extracurricular activities and engage stakeholders to determine additional activities desired.	$42,820	Yes
Action #3.3	Provide purposeful and meaningful supports for health and wellness for student success	ECS administration and teaching staff will engage stakeholders to provide meaningful support for health and wellness to ensure student success.	$94,816	Yes
Action #3.4	Improve school communication	ECS administration will review communication and stakeholder survey data to ensure school communication efforts are received, appropriate, and beneficial. Changes to communication efforts will be shared with stakeholders prior to implementation. Ongoing monitoring will continue throughout the year.	$42,755	Yes
Action #3.5	Increase opportunities for family and student engagement	ECS administration and teaching staff in collaboration with stakeholders will explore and calendar additional community and family event opportunities for families throughout the year.	$131,519	Yes
Action #3.6	Shared resources for tiered re-engagement	ECS administration and teaching staff will collaborate quarterly to review successes and best practices to improve engagement outcomes as identified through the policy's intention.	$247,377	Yes

Action #3.7	Implement home survey 2 times a year	ECS will administer the home survey 2 times per year to ensure families are receiving appropriate support throughout the year.	$27,258	Yes
Action #3.8	District wide restorative justice program	ECS administration and teaching staff, with stakeholders, will begin the creation of a campus-wide restorative justice program.	$82,682	Yes
Action #3.9	5 STAR use/incentives across all campuses	ECS administration and teaching staff will expand the use of student incentives through data analysis and stakeholder feedback.	$64,230	Yes
Action #3.10	Attendance Tracking	ECS administration and teaching staff will ensure monitoring and share attendance by instructional delivery program to ensure student participation and accountability.	$113,166	Yes
Action #3.11	Continue to improve PBIS implementation	ECS will develop a PBIS program through collaboration of administration, teaching and support staff, and stakeholder input.	$134,578	Yes
Action #3.12	Multi-Tiered Systems of Supports -Development	ECS will finalize an MTSS system to roll out during this new LCAP cycle as aligned with serving the basic needs of all students. Identifying each tier will need to be tied to each mode of instructional delivery to ensure students are meeting their academic goals and social emotional needs.	$79,523	Yes
Action #3.13	Multi-Tiered Systems of Supports - Site Training	ECS administrators will train each site on the MTSS development after collaboration and creation of MTSS plan has been finalized with all staff input to ensure success of plan and accuracy of use.	$94,816	Yes
Action #3.14	Multi-Tiered Systems of Supports -Admin Training	ECS administrators will develop a training plan collectively for future use and training of future administration to ensure accuracy of plan and effective use and implementation.	$67,289	Yes
Action #3.15	Independent Study Teacher Hires	ECS will hire dedicated Independent Studies teachers to close the academic achievement equity gap for students and families who choose full time independent study courses.	$1,034,768	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year 2024-2025]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$30,585,708	$1,871,808

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.66%	0%	$0	20.66%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Action #1.1 Attract quality educators (through analyzing competitive pay and benefits)	Schoolwide, there is a need to attract quality educators for all students.	Attracting and retaining highly qualified teachers is essential for student learning and providing equitable teaching to students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	SARC Report, Human Resource Department teacher retention data
Goal 1 Action #1.2 Safe Learning Environments	Schoolwide, there is a need to maintain safe learning environments for all students.	Maintaining safe learning environments is essential for all students as it provides a fundamental basis for learning to then occur. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Williams FIT Report and stakeholder survey data
Goal 1 Action #1.3 Internet Safety	Schoolwide, there is a need to maintain internet safety for all users.	Maintaining internet safety is essential for all students as the internet is used daily by students and staff. A securely monitored internet for students to complete schoolwork and communicate in the learning environment is critical for academic achievement and social and emotional well-being. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Internet Safety Assembly Attendance Data
Goal 1 Action #1.4 District Support for technology access and implementation	Schoolwide, district support for technology access and implementation is a critical need for learning within a digital curriculum.	Ensuring equitable access to instructional materials and technology for educational use at all sites is a necessity for learning to occur. This is a necessity schoolwide for all students with a primary dedicated	Williams Report and Internal Audit Report

		focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 1 Action #1.5 Strengthen relationships with credentialing/internship programs	Schoolwide, a need for highly qualified teachers is an ongoing and continuous need within the school.	Strengthening relationships with credentialing programs is a necessity schoolwide to assist in access to highly qualified teachers. Highly qualified teaching staff provide the best learning opportunities for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	SARC Report, Human Resource Department teacher retention data
Goal 1 Action #1.6 Decrease caseloads special populations	Special population caseloads need to be reviewed frequently to ensure equity and balance amongst campuses and student populations. The hiring of additional special population staff will be determined based upon caseloads and enrollment data.	There is currently an academic achievement performance equity gap for the special population student groups. By ensuring special population caseloads are equitable and compliant, we can ensure that the students have the appropriate access and resources as provided by their special population case carrier.	HR Staffing Rations, HR Teacher Retention Data
Goal 1 Action #1.7 Math Coach	Schoolwide, ensuring mathematics teachers have the knowledge, support, and training is essential to the overall success of the staff member, the school, and the students.	Ensuring that all new teachers and current staff have access to instructional coaching resources as aligned with mathematics content, the use of a math coach helps improve teaching and learning in the mathematics classrooms. This unifies strong practices and provides continuous support. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	SARC Report, Human Resource Department teacher retention data

Goal 1 Action #1.8 ELA Coach	Schoolwide, ensuring English Language Arts teachers have the knowledge, support, and training is essential to the overall success of the staff member, the school, and the students.	Ensuring that all new teachers and current staff have access to instructional coaching resources as aligned with English language arts (ELA) content, the use of an ELA coach helps improve teaching and learning in the mathematics classrooms. This unifies strong practices and provides continuous support. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	SARC Report, Human Resource Department teacher retention data
Goal 2 Action #2.1 Weekly District Walkthroughs	Ongoing district monitoring and support for each individual campus is a need to ensure the school is meeting their goals and completing their actions as aligned within the strategic plan.	Weekly district walkthroughs at all sites allow for continuous monitoring and adjustments based upon input from district leadership team as aligned with the school's action plans and each campus' unique goals. The participation of the district leadership team allows for focused collaboration to improve student outcomes. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CAASPP and ELPAC Scores, Internal Principal Dashboards, CA State Dashboard, STAR Reports
Goal 2 Action #2.3 Increasing services to support equity and access for college readiness	College attendance rates post-high school graduation show a need within the school compared to the state.	Targeted reviews schoolwide and by student group with a focus on providing equity and access to college and preparation for college is a schoolwide necessity to ensure students are prepared for the grade 13 transition. This is a necessity schoolwide for all students with a primary dedicated focus on Foster	California School Dashboard CCI Indicator, Data Quest Dual Enrollment Reports

		Youth, English Learners, and Low-Income Students.	
Goal 2 Action #2.5 Providing and improving increased equity-driven Career Technical Education (CTE) programs	Career Technical Education participation and completion rates demonstrate a need within the school as compared to the state.	Targeted reviews schoolwide and by student group with a focus on providing equity and access to CTE programs are necessary as aligned with the CCI indicator on the CA School Dashboard. T This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Data Quest Dual Enrollment and A-G Reports
Goal 2 Action #2.6 Increasing supplemental college readiness activities for student success	College application and dual enrollment percentages show a need within the school.	Increased college readiness activities are necessary school wide and for all students to increase college-going rates and participation in dual enrollment. This is aligned with the CCI indicator on the CA School Dashboard. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	California School Dashboard CCI Indicator, Data Quest Dual Enrollment Reports
Goal 2 Action #2.7 Universal Screeners	Determining appropriate placement of students into grade level, remedial, or advanced courses is a need to ensure we are meeting the individual needs of all students.	The use of universal screeners will ensure all students are placed appropriately in the coursework necessary for remediation or advancement schoolwide. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Internal Principal Dashboards, STAR Reports
Goal 2 Action #2.8	The school has shown a need for improvement in visual and performing arts course	A focus on the enrollment in and completion of visual and performing arts classes will ensure students are A-G on	CA School Dashboard CCI Indicator, Data Quest Graduation Reports.

VAPA for All Students	completion as aligned with a-g and graduation requirements.	track for acceptance into the CSU and UC systems. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 2 Action #2.9 Dual Enrollment Audits and Improvement	College dual enrollment completion is not shared with the school for 100% of those completing dual enrollment courses.	A focus on tracking college course enrollment, participation, and completion is necessary to ensure students are receiving the appropriate transcript marks for graduation and promotion is essential. T This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	California School Dashboard CCI Indicator, Data Quest Dual Enrollment Reports, Internal Transcript Audits
Goal 2 Action #2.12 CAASPP Test Preparation	The school has demonstrated a need for improvement within CAASPP testing and scores.	A dedicated and ongoing focus through collaboration and data review on state testing is necessary to close the achievement gaps in ELA and Math CAASPP test scores as compared with the State on the CA School Dashboard indicators of ELA and Mathematics. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	California School Dashboard, CAASPP Interim and Summative Data, STAR Reports, Internal Principal Dashboard.
Goal 2 Action #2.13 Counselor Frequent Transcript Audits	The school has demonstrated a need for improvement in the timing and frequency of student transcript audits. As the school enrolls students throughout the year, the frequency of transcripts audits needs to increase.	The increase in transcript audits schoolwide and for all students will assist in ensuring students are on track for graduation with their four-year high school cohort. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard Graduation Rate Indicator

Goal 2 Action #2.14 Professional Learning – Teacher TEAMs Meetings	The school has shown a need for additional teacher collaboration and professional development to help improve student outcomes.	The increase and necessity for professional development within this setting will provide a collaborative focus to improve student outcomes based upon formative and summative data. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard, STAR Reports, Principal Dashboard, CAASPP Data
Goal 2 Action #2.15 Professional Learning – Leadership & Principals	The school has shown a need for additional principal and leadership team collaboration and professional development to help improve student outcomes.	The increase and necessity for professional development within this setting will provide a collaborative focus to improve student outcomes based upon formative and summative data. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard, STAR Reports, Principal Dashboard, CAASPP Data
Goal 2 Action #2.16 Professional Learning – Classified Staff	The school has shown a need for more classified staff collaboration and professional development to help improve student outcomes.	The increase and necessity for professional development within this setting will provide a collaborative focus to improve student outcomes based upon formative and summative data. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard, STAR Reports, Principal Dashboard, CAASPP Data
Goal 2 Action #2.17 Multi-Tiered Systems of Supports - Development	The school has demonstrated a need to fully develop tiered academic support in a uniform manner.	The development of a common system of support for all students at each campus is necessary to ensure students are academically successful. The development to include tiers of support is	CA School Dashboard, STAR Reports, Principal Dashboard, CAASPP Data

		further necessary so that sites have the tools, resources, and procedures to provide equity for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 2 Action #2.18 Multi-Tiered Systems of Supports - Site Training	The school has demonstrated a need to fully develop tiered academic support in a uniform manner to include training at the site level.	The training of a common system of support for all students at each campus is necessary to ensure students are academically successful. The development to include tiers of support is further necessary so that sites have the tools, resources, and procedures to provide equity for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard, STAR Reports, Principal Dashboard, CAASPP Data
Goal 2 Action #2.19 Multi-Tiered Systems of Supports -Admin Training	The school has demonstrated a need to fully develop tiered academic support in a uniform manner to include training at the site level with administration.	The training of a common system of support for all students at each campus is necessary to ensure students are academically successful. The development to include tiers of support is further necessary so that sites have the tools, resources, and procedures to provide equity for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard, STAR Reports, Principal Dashboard, CAASPP Data

Goal 3 Action #3.1 Wellness Opportunities for Employees	The staff has shared that there is a need for additional wellness opportunities related to mental health and job satisfaction.	The increase in wellness opportunities for staff will provide additional support for student engagement as their teachers' mental health is vital to the overall learning environment, attendance rates of teachers, and overall job satisfaction. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	HR Staffing Attendance Data
Goal 3 Action #3.2 Extracurricular Activities	The school has demonstrated a need for an increase in extracurricular activities across campuses. An equity gap in available extracurricular activities has been discovered through stakeholder surveys.	The increase in extracurricular activities for all locations will increase student engagement. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Stakeholder Survey Data
Goal 3 Action #3.3 Provide purposeful and meaningful supports for health and wellness for student success	The school stakeholder surveys have identified a need for additional health and wellness support and opportunities for students.	The increase in additional health and wellness support for students is designated schoolwide and for all students to further engage students in the school in a healthy and productive manner to further increase student success. Attendance rates for students need improvement and increasing health and wellness will assist. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Student Attendance Rates, CA School Dashboard Suspension Indicator, Discipline Data, Stakeholder Survey Data
Goal 3 Action #3.4	The schoolwide need for improved school communication is an identified need as	The increase in school communication and its effectiveness is a schoolwide need for all students. This will lead to an increase in school activity participation	Stakeholder Survey Data

Improve school communication	communicated from stakeholders.	and overall student culture. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 3 Action #3.5 Increase opportunities for family and student engagement	As a hybrid school with multiple modes of instruction, the need for increased opportunities for family and student engagement is identified in stakeholder survey data.	Increasing opportunities for all students and families to participate and engage in school activities is a necessity for school culture across all school campuses. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Stakeholder Survey Data
Goal 3 Action #3.6 Shared resources for tiered re-engagement	The need to establish shared tiered re-engagement resources is a necessity to ensure all students at all locations have equitable support and interventions for re-engagement.	Establishing schoolwide tiered re-engagement resources is a need for all students. It will provide equitable resources for students and staff regardless of campus. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Internal Tiered Re-Engagement Data
Goal 3 Action #3.7 Implement home survey 2 times a year	The need to identify housing status is critical to ensure appropriate support for students. As students and families lives change throughout the year, the implementation of multiple surveys allows for the discovery of student and family needs as associated with their status changes.	Ensuring students and families have access to available and appropriate resources is critical for student learning, engagement, and overall wellness. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Home Survey
Goal 3 Action #3.8	The need for a district wide restorative justice program is necessary to ensure equity	The implementation of a district wide restorative justice program will help in closing the equity gap of suspensions	CA School Dashboard Suspension Rate Indicator

District wide restorative justice program	amongst disciplinary responses across campuses.	across campuses. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 3 Action #3.9 5 STAR use/incentives across all campuses	A need for 5 STAR use and incentives across all campuses was identified as a need to ensure student recognition and student engagement was equitable for all students and campuses.	The common use of 5 STAR rewards and incentives is crucial for the recognition of student achievement, student actions, and student behaviors. Equitable use of the platform is a necessity to ensure all students are rewarded regardless of campus attended. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	5 STAR Reports
Goal 3 Action #3.10 Attendance Tracking	As an independent study school, there is a need for attendance tracking amongst zoom instruction and in-person learning which is necessary to ensure maximum student participation and engagement.	The implementation of full attendance tracking for in person learning and zoom instruction. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Attendance Reports
Goal 3 Action #3.11 Continue to improve PBIS implementation	The need to continuously refine and improve PBIS is a necessity as aligned with student behaviors and discipline data at all campuses.	The continuous refinement of PBIS schoolwide is needed for all students at all campuses to improve student behavior and decrease discipline. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard Suspension Rate Indicator, Internal Intervention and Discipline Data, Reward program data, TFI
Goal 3 Action #3.12 Multi-Tiered Systems of	The school has demonstrated a need to fully develop tiered social and emotional support in a uniform manner.	The development of a common system of support for all students at each campus is necessary to ensure students are socially, emotionally, and behaviorally successful. The development to include	CA School Dashboard Suspension Rate Indicator, Stakeholder Surveys

Supports - Development		tiers of support is further necessary so that sites have the tools, resources, and procedures to provide equity for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 3 Action Goal 3 #3.13 Multi-Tiered Systems of Supports - Site Training	The school has demonstrated a need to fully develop tiered social and emotional support in a uniform manner to include training at the site level.	The training of a common system of support for all students at each campus is necessary to ensure students are socially, emotionally, and behaviorally successful. The development to include tiers of support is further necessary so that sites have the tools, resources, and procedures to provide equity for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard Suspension Rate Indicator, Stakeholder Surveys
Goal 3 Action #3.14 Multi-Tiered Systems of Supports -Admin Training	The school has demonstrated a need to fully develop tiered social and emotional support in a uniform manner to include training at the site level with administration.	The training of a common system of support for all students at each campus is necessary to ensure students are socially, emotionally, and behaviorally successful. The development to include tiers of support is further necessary so that sites have the tools, resources, and procedures to provide equity for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard Suspension Rate Indicator, Stakeholder Surveys

Goal 3 Action #3.15 Independent Study Teacher Hires	The school has identified a need to close the equity gap for fully independent study (IS) students. IS student engagement and attendance rates are lower than those students who attend in person or zoom instruction.	The addition of independent study teachers to the learning environment will help in closing the engagement equity gap that currently exists with IS students as compared with their peers. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	IS Attendance Rates

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated stu dent group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action #2.2L Ensuring English Learner Academic Success	The English Learner subgroup is currently demonstrating an academic achievement equity gap as compared to the all-student group amongst the school.	Increasing and improving services for this student group is essential to close the achievement gap.	CAASPP, STAR Reports, CA School Dashboard, Internal Principal Dashboards
Goal 2 Action #2.4L Increased and improved services for unduplicated students	There is currently an academic achievement performance equity gap for the unduplicated student groups.	Increasing and improving services for this student group is essential to close the achievement gap.	CAASPP, STAR Reports, CA School Dashboard, Internal Principal Dashboards

Goal 2 Action #2.10L Staff Collaboration for English Learner Students	Additional collaboration and uniform goal setting and monitoring is necessary for English Learner students. The necessity arises due to the academic achievement equity gaps that currently exist.	Student data collaboration amongst the leadership team, teaching staff, and support staff is necessary routinely to ensure the academic achievement equity gap is being closed for English Learner students.	CAASPP, STAR Reports, CA School Dashboard, Internal Principal Dashboards
Goal 2 Action #2.11L Student Support Specialist Training	Student support specialist training is needed to ensure they are fully prepared, confident, and knowledgeable to assist students at risk. Their inclusion in the classroom makes them a vital asset to the learning environment.	Ensuring at risk and special population student groups to include foster youth, English Learners, and low-income students have support specialists trained in identifying needs and providing supports with the teaching staff in the classroom is essential to close the achievement gaps and ensure student needs are being provided for academically, socially, and emotionally.	CAASPP, STAR Reports, CA School Dashboard, Internal Principal Dashboards

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	38.75:1
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	19.75:1