

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter (Helendale)

CDS Code: 36 67736 0139576

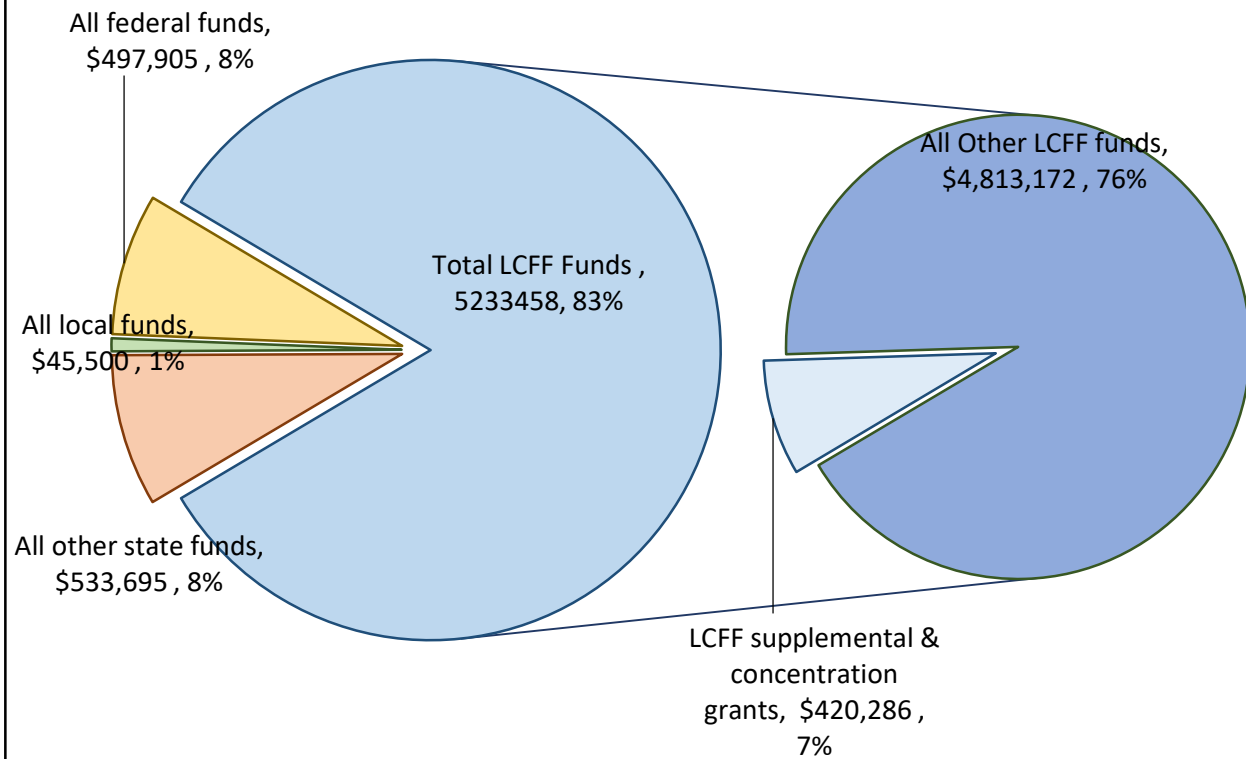
School Year: 2021 – 22

LEA contact information: Heidi Gasca, 949-412-3122, hgasca@excelacademy.education

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

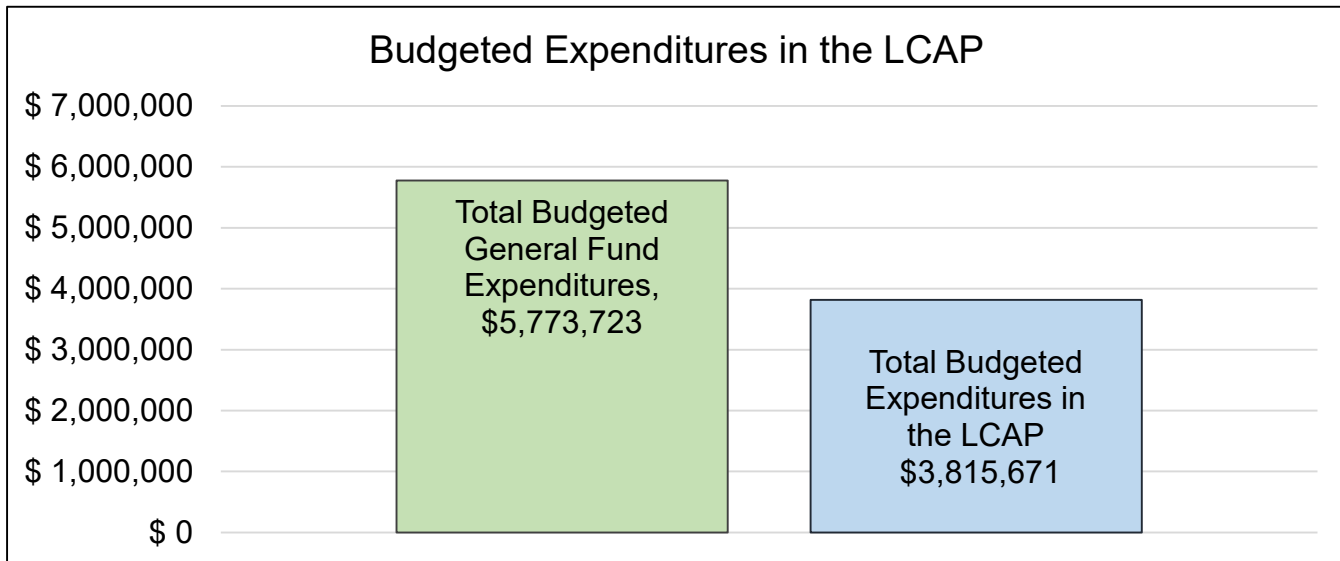


This chart shows the total general purpose revenue Excel Academy Charter (Helendale) expects to receive in the coming year from all sources.

The total revenue projected for Excel Academy Charter (Helendale) is \$6,310,558.25, of which \$5,233,458.00 is Local Control Funding Formula (LCFF), \$533,695.25 is other state funds, \$45,500.00 is local funds, and \$497,905.00 is federal funds. Of the \$5,233,458.00 in LCFF Funds, \$420,286.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Excel Academy Charter (Helendale) plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Excel Academy Charter (Helendale) plans to spend \$5,773,723.00 for the 2021 – 22 school year. Of that amount, \$3,815,671.00 is tied to actions/services in the LCAP and \$1,958,052.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

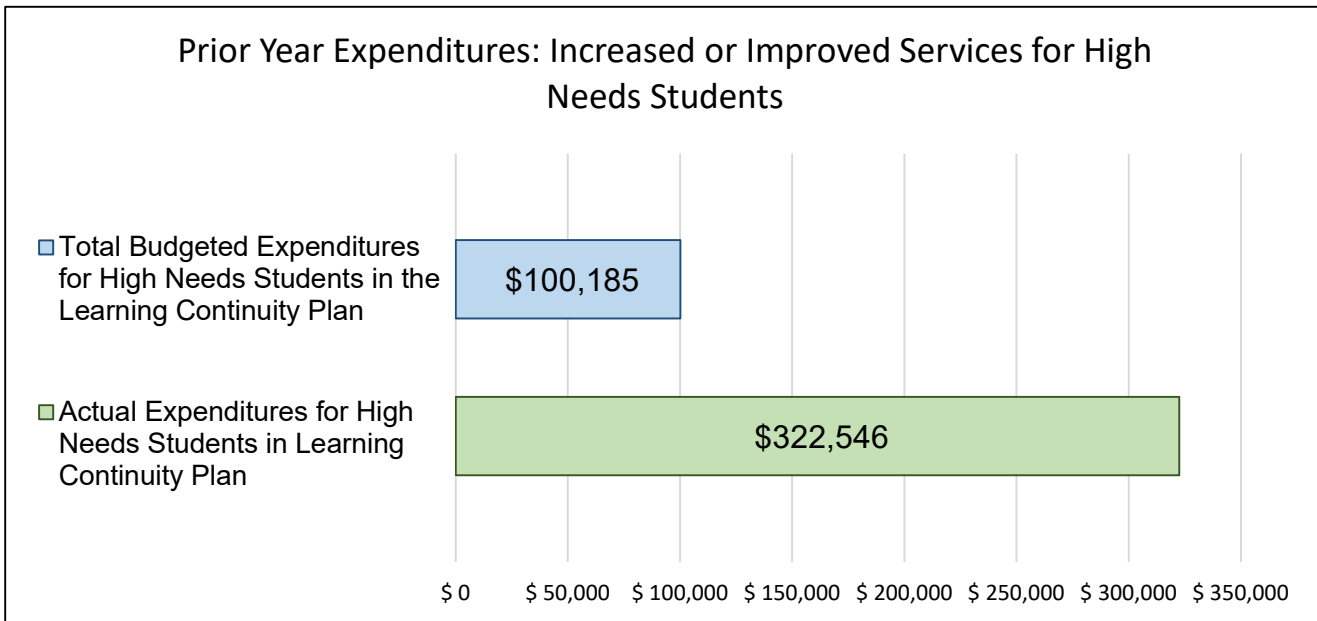
General educational and operational expenses to operate the School's educational program on top of the targeted areas outlined in the LCAP

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Excel Academy Charter (Helendale) is projecting it will receive \$420,286.00 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter (Helendale) must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter (Helendale) plans to spend \$499,355.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Excel Academy Charter (Helendale) budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Excel Academy Charter (Helendale) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Excel Academy Charter (Helendale)'s Learning Continuity Plan budgeted \$100,185.00 for planned actions to increase or improve services for high needs students. Excel Academy Charter (Helendale) actually spent \$322,546.00 for actions to increase or improve services for high needs students in 2020 – 21.



## **Annual Update for Developing the 2021-22 Local Control and Accountability Plan**

### **Annual Update for the 2019–20 Local Control and Accountability Plan Year**

LEA Name	Contact Name and Title	Email and Phone
Excel Academy Charter School - Helendale	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> I-Ready ELA student performance data Tier 1: On or above grade level Tier 2: One grade level below Tier 3: At Promise (two or more grade levels below) Based on Tier Level performance in ELA our goal is to increase 2%  CAASPP ELA baseline will be set with 2020-21 student performance results.  <b>19-20</b> A baseline will be developed from 2020-21 I-Ready Data	I-Ready ELA Spring Scores ALL Tier 1: 83% Tier 2: 9.4% Tier 3: 7.6%  English Learners Tier 1: 61.5% Tier 2: 23.1% Tier 3: 15.4%  Economically Disadvantaged Tier 1: 78% Tier 2: 11% Tier 3: 10%  Students w/ IEPs Tier 1: 63% Tier 2: 10% Tier 3: 27%

Expected	Actual
<p><b>Baseline</b>  I-Ready ELA Fall Scores  ALL  Tier 1: 72%  Tier 2: 18%  Tier 3: 10%</p> <p>English Learners:  Tier 1: 23%  Tier 2: 39%  Tier 3: 39%</p> <p>Economically Disadvantaged  Tier 1: 67%  Tier 2: 20%  Tier 3: 13%</p> <p>Students w/ IEPs  Tier 1: 42%  Tier 2: 21%  Tier 3: 36%</p>	
<p><b>Metric/Indicator</b>  I-Ready ELA student performance data  Tier 1: On or above grade level  Tier 2: One grade level below  Tier 3: At Promise (two or more grade levels below)  Based on Tier Level performance in ELA our goal is to increase 2%</p> <p>CAASPP ELA and Math baseline will be set with 2020-21 student performance results.</p> <p><b>19-20</b>  A baseline will be developed from 2020-21 I-Ready Data</p>	<p>I-Ready Math Spring Scores  ALL  Tier 1: 74.9%  Tier 2: 15.6%  Tier 3: 9.4%</p> <p>English Learners  Tier 1: 61.5%  Tier 2: 23.1%  Tier 3: 15.4%</p> <p>Economically Disadvantaged  Tier 1: 72%  Tier 2: 14%</p>

Expected	Actual
<p><b>Baseline</b>  I-Ready Math Fall Scores  ALL  Tier 1: 56%  Tier 2: 32%.  Tier 3: 12%</p> <p>English Learners  Tier 1: 15%  Tier 2: 69%  Tier 3: 15%</p> <p>Economically Disadvantaged  Tier 1: 52%  Tier 2: 32%  Tier 3: 16%</p> <p>Students w/ IEPs  Tier 1: 30%  Tier 2: 25%  Tier 3: 45%</p> <p>CAASPP Math baseline will be set with 2021-22 student performance results.</p>	<p>Tier 3: 14%</p> <p>Students w/ IEPs  Tier 1: 53%  Tier 2: 15%  Tier 3: 33%</p>
<p><b>Metric/Indicator</b>  Increase ELPAC levels annually</p> <p><b>19-20</b>  Due to COVID-19, 8 out of 17 students or 47% were tested; of the students tested, 5 became RFEP</p> <p><b>Baseline</b>  A complete baseline will be developed from 2020-21 ELPAC data.</p>	<p>Due to COVID-19, 8 out of 17 students or 47% were tested; of the students tested, 5 became RFEP  A complete baseline will be developed from 2020-21 ELPAC data.  100% of 17 EL students were tested in 2020-21.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems. (All Students) (WASC)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Curriculum, Textbooks, Materials and Supplies LCFF \$1,580,767.00</p>	<p>Curriculum, Textbooks, Materials and Supplies LCFF \$408,301.27</p>
<p>1.2 We will monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> Students with Disabilities</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Salaries and Benefits LCFF Included in 2.2</p>	<p>Included in 2.2</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students)</p> <ul style="list-style-type: none"> <li>• Online courses, credit recovery, core programs</li> <li>• Supplemental curriculum and materials supporting common core standards</li> <li>• Extended School year</li> <li>• Digital curriculum aligned to common core</li> </ul> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1</p>	<p>Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1</p>
<p>1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.</p>	<p>Professional Development LCFF Included in 1.5</p>	<p>Professional Development LCFF Included in 1.5</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>1.5 We will provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home. (EL, SWD, FY, LI) (WASC)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <p><b>Location(s)</b> All Schools</p>	<p>Professional Development LCFF \$2,214.00</p>	<p>Professional Development LCFF \$1859</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	No Cost	No Cost

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented. However, due to SB98, our ADA was locked at the 2019/20 P2 amount of 439 students when we already had 530 students enrolled. This had an effect on our funds, enrollment and staffing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Excel Academy Charter School (EACS) has an Assistant Director of Education who examines the curricular choices allowed by the school each year, with an emphasis on ensuring all curricula meet the California Content Standards for each subject. Additionally, Excel Academy Teachers of Record (ToRs) create a personalized learning plan to ensure each student's specific needs are met and the curricula chosen meet school requirements and are appropriate for the student. 100% of our students have access to standards-based instructional materials. Excel Academy teacher-led classes are offered for 6-12 grade students and we plan to expand to 4-12 grade for the 2021-2022 school year. Through the use of pacing guides, frequent communication, and monthly virtual meetings, we have been able to ensure our students are well supported. 92.8% of our LCAP Input Survey respondents agree that Excel provides a rigorous core content curriculum and resources for students to master grade level standards. Based on frequent observations, we have been able to provide timely resources and intervention. If a student gets behind pace in a course or the Teacher of Record has other concerns, a Student Success Team (SST) meeting is held to determine the challenges and set specific and measurable goals that support the student and parent.

All of our teachers have the appropriate credentials and are considered highly qualified for their position; however, we identified four teachers that needed to complete their CLAD (Cultural, Linguistic, and Ability Diversity) certificate and this has been resolved. Teachers and staff are provided with ongoing professional development throughout the year. These trainings include technical training, departmental updates, and special program workshops. All topics were selected by a combination of staff surveys and departmental needs. Examples include: Social-Emotional Student Support, Homeless & Foster Youth Awareness, Keenan SafeSchools training courses, COVID-19 Safe Reopening presentation, At-Promise Student Intervention, English Language Development Student Intervention, Staff Mental Wellness, and Goal Setting - Building Self-Efficacy for Students.

Research-based ELD curriculum is provided for our English Learners (EL). Our English Language Development (ELD) curriculum addresses the diverse needs of EL students through a flexible approach to learning. Our English Learners use Imagine Language & Literacy in grades TK-3, BrainPop ELL in grades 4-8, and Edmentum Exact Path in grades 9-12. Pearson's print materials for grades K-5 are provided for families that need a non-technology based option. We have increased ELD instructional minutes by 50% and added live Zoom support. Our bilingual teachers provide increased and improved services for our EL students by supporting families who speak another language in the daily instruction of their children. Bilingual teachers and classified staff also serve as translators during SSTs, and Learning Period (LP) meetings. 99% of input 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. 92.8% of the input survey respondents agree that the school and teacher clearly communicates academic expectations and encourages academic excellence.

## Goal 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 5: Pupil Engagement (Engagement)

Local Priorities:    Maintain a high ADA

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Maintain or increase ADA and maintain or decrease current rate for chronic absenteeism.  <b>19-20</b> 2019-20 ADA  <b>Baseline</b> 2020-2021 ADA is 99.74% 2020-2021 Chronic absenteeism rate is .02%.	2020-2021 ADA is 99.74%. 2020-2021 Chronic absenteeism rate is .02%.
<b>Metric/Indicator</b> Strive for 0% Expulsion Rate each year. Maintain 0%  <b>19-20</b> 2019-20 0% 2018-19 0%  <b>Baseline</b> 0% Expulsion Rate	0% Expulsions

Expected	Actual
<b>Metric/Indicator</b> Strive for 0% Suspension Rate Maintain 0%	0% Suspensions
<b>19-20</b> 2019-20 0% 2018-19 0%	
<b>Baseline</b> 0% Suspension Rate	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level. (WASC) (All Students)  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All  <b>Location(s)</b> All Schools	No Cost	No Cost
2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.	Certificated Salaries and Benefits LCFF \$2,312,279.00	Certificated Salaries and Benefits LCFF \$1,935,268

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(WASC) (All Students)  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All  <b>Location(s)</b> All Schools		
2.3 Frequent contact with parents/students in order to update them on student progress and notify them of events. (All Students)  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All  <b>Location(s)</b> All Schools	No Cost	No Cost
2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All  <b>Location(s)</b> All Schools	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Included in 1.1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.5 Professional development in cultural awareness. (ALL) (WASC)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Salaries and Benefits LCFF Included in 2.2</p>	<p>Included in 2.2</p>
<p>2.6 Youth Mental Health first aid training and provide community-based mental health services through counselors and school psychologists. (ALL) (WASC)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Salaries and Benefits LCFF Included in 2.2</p>	<p>Included in 2.2</p>
<p>2.7 We will identify, monitor and support students who are struggling with regular attendance. (ALL) (WASC)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Salaries and Benefits LCFF Included in 2.2</p>	<p>Included in 2.2</p>



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented. However, due to SB98, our ADA was locked at the 2019/20 P2 amount of 439 students when we already had 530 students enrolled. This had an effect on our funds, enrollment and staffing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Ensuring and supporting the academic success of our at-promise students includes academic and wellness checks through weekly check-ins with families and one-on-one checks-ins with students at least every 20 school days. With this emphasis on monitoring and evaluating the progress of our students, timely application of academic support (MTSS) and social emotional mental health counseling can be provided as needed. Students needing academic intervention are identified through the reading and math i-Ready Assessments administered in the fall and the spring. Students participate in the school-wide intervention program called WIN (What I Need). Teachers and parents choose from a menu of intervention options to find the best fit for the student's academic needs. ToRs monitor student engagement and progress weekly. Regular participation is required. Our compliance process also serves to identify students in need and provide the necessary support in a timely manner. Families who fail to follow agreed-upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a Progress Improvement Notification (PIN) from the school. A meeting is then held with the ToR and parent to attempt to resolve the issue. When a second PIN is issued, a SST meeting is held with the Intervention Coordinator, the parent, and the ToR. If a third PIN is issued, it is sent to the parents by certified mail and an internal evaluation is conducted, at which point the student may be eligible for involuntary withdrawal. As a result of the actions we have in place in our LCAP, we are celebrating an ADA of 99.74% and a chronic absenteeism rate of .02%.

The high school counselors provide social emotional and mental health counseling for identified students as needed through virtual meetings, collaboration, shared information, webinars, and community resources. Our team attended professional development to learn best practices. We provide devices and connectivity, additional counseling, food resources, accommodations, Student Success Team meetings, ongoing articles and resources regarding mental health to all parents and teachers through ParentSquare, as well as academic interventions to students needing additional support.

## Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement.  
Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Participation/Input Rates Survey Results Maintain or increase by 2% each year  <b>19-20</b> A baseline will be set with 2020-21 LCAP Input Survey participation  <b>Baseline</b> A baseline will be set with 2020-21 LCAP Input Survey participation	Stakeholder LCAP Input Participation Rate 86 Respondents
<b>Metric/Indicator</b> Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Overall Satisfaction Rate 93%

Expected	Actual
<b>19-20</b> A baseline will be set with 2020-21 LCAP Input Survey results <b>Baseline</b> A baseline will be set with the 2020-21 LCAP Input Survey Results Maintain or increase by 2%	
<b>Metric/Indicator</b> Safety Plan Review and Training <b>19-20</b> Safety Plan Review, Updates and Training held August 2020 <b>Baseline</b> Annual safety plan review and training	The school safety plan was reviewed, updated, and discussed with staff: August 2020.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students) <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b> <b>Students to be Served</b> All <b>Location(s)</b> All Schools	Certificated Salaries and Benefits LCFF Included in 2.2	Included in 2.2
3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Director Public	Technology Services, Communication LCFF \$7,197.00	Technology Services, Communication LCFF \$12,309

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>meetings in a timely manner to all families, through emails, website and social media while ensuring the participation and engagement of our underrepresented families (All Students)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Salaries and Benefits LCFF Included in 2.2</p>	<p>Included in 2.2</p>
<p>3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)</p>	<p>No Cost</p>	<p>No Cost</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Salaries and Benefits LCFF Included in 2.2</p>	<p>Included in 2.2</p>
<p>3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. Documents, records or statements will be sent, upon request, by the office and clerical staff. (EL)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <p><b>Location(s)</b> All Schools</p>	<p>Office and Clerical staff Classified Salaries LCFF \$324,200.00</p>	<p>Office and Clerical staff Classified Salaries LCFF \$98,915</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Salaries and Benefits LCFF Included in 2.2</p>	<p>Included in 2.2</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented. However, due to SB98, our ADA was locked at the 2019/20 P2 amount of 439 students when we already had 530 students enrolled. This had an effect on our funds, enrollment and staffing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Excel Academy offers several opportunities for parental involvement through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Advisory Committee (PAC). 99.3% of the LCAP Input Survey respondents agree that the school has developed partnerships with them to support their child's academic achievement.

SSC is our school-level group of parents, teachers, students, and administrators who work together to develop and monitor Excel Academy's continuous growth and improvement. Agendas are shared two weeks in advance. All stakeholders are invited to attend and are provided the opportunity to express ideas or share comments at the meeting. This committee is scheduled to meet at least four times each year.

The ELAC is a committee for parents or other community members who want to advocate for EL students. School information and opportunities for EL support and participation are shared during the meeting. This committee is scheduled to meet at least four times each year.

The PAC is a group of parents from the Excel Academy community who meets twice per year to address and recommend changes to the Excel Academy administration regarding specific areas of school operations in order to help the school attain its goal of providing each child with the best education possible. Excel Academy believes that active parent, student, and employee participation in school operations will help foster the sustainability of our school. The PAC will play an important role in making Excel Academy even more responsive to staff, student, and parent needs, and provide for continual improvement, ensuring that Excel Academy's staff practice open and positive communication with families. To that end, we welcome any inquiries into parent participation in the committee. Excel Academy provides several opportunities throughout the school year to seek stakeholder feedback through surveys.

Our Homeless Liaison and Title I Coordinator calls all families identified in this way to share available resources and provide any necessary support. She also leads an Eagle Hour every week to support students with vocabulary and comprehension in a fun, virtual social setting. In addition, we have a Family Needs Request & Feedback Form available on our website. Our Title I Coordinator follows up with families that identify additional needs.

Ongoing communication is provided daily through social media platforms and ParentSquare. 92.8% of the LCAP Input Survey respondents agree that the school has developed partnerships with them to support their child's academic achievement. In the LCAP Parent Input Survey, many participants expressed gratitude for their ToR and the other resources the school provides. It was suggested that parents be notified that the CSU system requires 3 years of a foreign language. Based on this suggestion, we will make sure this information is provided at all transition to High School meetings and also add this information to our Parent Student Handbook. Parents had an opportunity to review our LCAP Annual Review and provide further input at our PAC meeting on May 6, our ELAC meeting on May 13, and a School Site Council meeting on May 14, 2021.

## Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Increase Graduation Rates by 2% each year  <b>19-20</b> Due to COVID-19 there are no CA Dashboard data  <b>Baseline</b> A baseline will be set with 2021-22 CA Dashboard results Increase the graduation rate by 2%	2019-20 Graduation Rate 8 grads/9 grad total = 88% Grade level breakdown of grads: 1 (11th gr.), 7 (12th gr.)
<b>Metric/Indicator</b> Increase College/Career Prepared students by 2% each year          <b>19-20</b> Due to COVID-19 there are no CA Dashboard data  <b>Baseline</b>	College/Career Prepared 2020-2021 6% (1/15)



Expected	Actual
A baseline will be set with 2020-21 CA Dashboard results Increase the % of College/Career Prepared students by 2%	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies; and, opportunities for high school/young adults to connect with community resources and agencies. (WASC) (All Students)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Curriculum Materials and Supplies Title I Included in 1.1
<p>4.2 Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school. (WASC) (All Students)</p>	Certificated Salaries and Benefits LCFF Included in 2.2	Included in 2.2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>4.3 Provide high quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting graduation and college and career readiness. (WASC) (All Students)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Salaries and Benefits LCFF Included in 2.2</p>	<p>Included in 2.2</p>
<p>4.4 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth and students with disabilities. (LI, FY, EL, SWD)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> Students with Disabilities</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Salaries and Benefits LCFF Included in 2.2</p>	<p>Included in 2.2</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>4.5 Review student transcripts for an intercession option for students to make up missed credits. (WASC) (All Students)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Certificated Salaries and Benefits  LCFF Included in 2.2</p>	<p>Included in 2.2</p>
<p>4.6 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <p><b>Location(s)</b>  All Schools</p>	<p>Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1</p>	<p>Included in 1.1</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented. However, due to SB98, our ADA was locked at the 2019/20 P2 amount of 439 students when we already had 530 students enrolled. This had an effect on our funds, enrollment and staffing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The counseling department schedules meetings with all incoming 8th grade families and all high school students each school year to ensure student credit completion is on target for graduation. This year the High School Department implemented an updated plan for supporting the transition from middle school to high school. All 8th grade meetings now include both a counselor and a coordinator so that families have access to both long term planning to meet credit requirements and curricular planning. Additionally, the high school department partners with the SPED Department to better serve incoming high school students with IEPs. All 8th grade spring IEPs now include both a counselor and a coordinator so that the entire team is a part of planning and supporting the student throughout high school. The actual planning portion takes place following the IEP to follow requirements, but this will ensure that families are able to access a counselor and coordinator on one call rather than requesting multiple meetings. The family's time is better served in this way.

The a-g designation is only needed for students who are planning to attend a UC or CSU school. Since the majority of our college bound students apply out of state, to private colleges or transfer after taking classes at a junior college, they do not necessarily need to take all a-g classes. Because of this, our rate of students prepared for college and career is much higher than the 15% that took

primarily a-g courses. Since this is the measure used on the CA dashboard to measure college and career readiness, several additional courses have been approved this year and we will continue to add to our a-g options. We have written and submitted a-g honors options for all of our core high school courses. We have also expanded our a-g VAPA and elective course offerings. In addition, students will now choose either the college preparation track or the customized graduation track at their 8th grade transition to high school meeting. All college bound students will take a-g approved courses to better prepare them for college and career.

In order to continue to ensure that our students are college and career ready, we are transitioning from three graduation pathways to two pathways. For the 2021-2022 school year, the pathways for students to choose from will be known as the College Prep and Customized Graduation pathways. Regardless of the pathway, all students will have access to a-g curriculum as needed which will consequently result in an increase of college and career ready students. Any student on the College Prep pathway and many on the Customized Graduation pathway will be utilizing a-g curriculum for core courses, as well as for many elective options.

This year students were either on the graduation, customized college, or UC/CSU pathways. 15% took primarily a-g courses. Students who were on either the customized college or graduation track utilized both a-g and non a-g coursework. Our college acceptance rate of 24% indicates that many of our students who do not participate on the a-g pathway demonstrate college and career readiness as many students continue utilizing a-g coursework and will be attending four-year colleges and universities or entering into a vocational program in the fall. In addition, 86% of students maintained a GPA of 3.0 or higher.

This year, we added an additional CTE pathway: Health Science. Our concentrator students will progress into their completer courses next year. Our current Child Development and Marketing pathways will have multiple completers this year. We will begin year one cohorts for all pathways for the 2021-2022 school year.

School and student data are monitored via SIS (School Information Systems) to ensure that all students are on track to graduate. ToRs monitor students through weekly check-ins to ensure students are properly pacing all online and textbook courses. The following supports are also provided: a created and monitored four-year plan to ensure credit completion, strategies for graduation, and information for accessing career pathways. 98.6% of the high school parent survey respondents agree that the school provides support for high school students to be on the correct path to graduate from high school and become college and career ready. Currently, Excel Academy offers CTE courses to prepare students for the fields of Health, Education, as well as Marketing. Additionally, Excel Academy is extending its a-g options for next year. 95.7% of high school parent survey respondents agree that the school provides opportunities for high school students to participate in CTE courses or graduation pathways.

ToRs are instructed on how to find important high school resources in our Shared Drive, how to utilize Turnitin to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. This included updates on how to use and monitor students within i-Ready, MobyMax, and Read Live which are the online programs used to support these struggling students.

SSTs are held if intervention is needed. Through ongoing participation in continued education, professional development and training, the high school team stays current with updated information to assist in the development, progress, and success of all identified

students. In-depth training centers around identifying and supporting WIN (What I Need) students who test below an 8th grade level on the fall i-Ready benchmark assessments in math and reading. As a result of the WIN program, 29% of 70 WIN students, including students with IEPs, are now on grade-level in Reading. 63% grew by one full year or more in 6 months! 30% of 93 WIN students, including students with IEPs, are now on grade-level in math. 69% grew by one full year or more in 6 months!

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

N/A

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

N/A

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: Every student in grades 2-11 has an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. It may be a required intervention for students who are one or more grade levels behind.	\$9,000	\$9,900	Yes
Action 2: An online Read Live account is provided to all students who score one or more grade levels behind in reading. These students are required to use this resource weekly to help close learning gaps.	\$912	\$912	Yes
Action 3: We gave Special Education students document cameras to aid with virtual assessment.	\$200	\$285.04	Yes
Action 4: Teachers are required to participate in 8 SafeSchool Training Modules every school year.	\$816	\$533.50	No
Action 5: Our Title 1 Coordinator attended CDE and SDCOE Training to best support foster youth, ELs, homeless youth and Title 1 students.	\$0	\$0	Yes
Action 6: Our leadership team is attending the Distance Learning - Trauma Informed Practices training in order to inform our practices of supporting at-risk students in a distance learning format.	\$0	\$0	Yes
Action 7: School-wide subscriptions are provided to all students. This provides additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.	\$4,238	\$5,174.10	Yes
Action 8: We hired bilingual teachers to support families that speak another home language and to provide translation when needed.	\$36,564	\$200,003.61	Yes
Action 9: We offer Career and Technical Education classes to support high school students in the following pathways: Education, Health Science and Marketing. We began the Health Science pathway for the first time this year and hired a new CTE teacher for this.	\$3740	\$3,916.80	Yes



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 10: Hotspots and internet service are provided to any students in need of connectivity in order to facilitate communication between families and teachers as well as distance learning.	\$4,830	\$6,978.67	Yes
Action 11: All staff are provided with laptops to work remotely and provide student support.	\$1727	\$38,103.94	Yes
Action 12: Necessary office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.	\$980	\$977.81	Yes
Action 15: Parent training is provided through a Parent Summit to make sure parents have the tools they need to teach their children and access all available school resources.	\$0	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions/services were implemented. However, due to SB98, our ADA was locked at the 2019/20 P2 amount of 439 students when we already had 530 students enrolled. This had an effect on our funds, enrollment and staffing.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

All curricula needed for the year are purchased before school begins. Curricular resources may be shipped directly to the student or dropped off at the doorstep by the ToR while following all safety guidelines. Since the parent is the primary teacher, the delivery of instruction did not change for most students throughout the 2020-2021 school year. Community Providers, who are currently offering online instruction, have a reopening plan to guide the shift to in-person classes when state regulations allow for this, but the content and quality of instruction has not changed. Students who choose to continue online have the opportunity to do so. In addition to their selected curriculum and classes, students continue to have access to i-Ready personalized lessons, and a variety of school-sponsored subscriptions such as Moby Max, BrainPop, Enchanted Learning, Super Teacher Worksheets, Mystery Science, Starfall, Tales2Go audiobooks, and Study.com throughout the year. Excel Academy also offers a variety of online classes for middle school and high school students with virtual direct instruction from Highly Qualified Teachers (HQTs). These HQTs were selected for their single-subject expertise and ability to teach meaningful and engaging lessons in a virtual format. In keeping with the continuum of services for our special education students, all services were moved to a virtual setting, with computers and hotspots being provided

to students who do not have access to the internet. Document cameras were also provided to students receiving special education services so that service providers are able to continue assessing students in all areas. The document camera enables effective evaluation of students' written work and hand movement.

Our ELD curriculum has always been online which has allowed our English Learners to seamlessly continue their ELD curriculum. If there are any unique challenges for our EL students, an SST meeting is held to address those on an individual basis. Each foster and/or homeless student is assigned an additional support staff member consisting of either a school counselor or our Intervention Coordinator. The support person assigned to each foster and homeless youth remains in close contact with the family. The supports for pupils with unique needs are built into the everyday operation of Excel Academy. Excel Academy reviewed the needs of students with IEPs and provided their services virtually. Teachers' regularly scheduled meetings provide Excel Academy with information concerning student wellness and ensure that students have access to the appropriate curricular materials. 99.3% of the input survey respondents agree that the school provides a rigorous core content curriculum and resources for students to master grade level standards.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: We hired a full-time Title 1 Coordinator/Homeless Liaison to make certain that all of the needs of our at-risk population were being met.	\$24,316	\$35,098.52	Yes
Action 2: We hired a full-time Intervention Coordinator to lead SSTs, support struggling students, and monitor the effectiveness of our intervention program.	\$24,316	\$34,881.24	Yes
Action 3: We provide research-based ELD curriculum to English learners and offer a paper based curricular option for those who request it to support our ELLs.	\$5,989	\$5,282.53	Yes
Action 4: SafeSchools Training (see Distance Learning, p. 7)	\$0	\$0	No
Action 5: Office supplies and shipping costs (See Distance Learning, p. 7)	\$0	\$0	Yes
Action 6: i-Ready (See Distance Learning, p. 7)	\$0	\$0	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions/services were implemented. However, due to SB98, our ADA was locked at the 2019/20 P2 amount of 439 students when we already had 530 students enrolled. This had an effect on our funds, enrollment and staffing.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Every EACS student in grades 2-11 takes the i-Ready reading and math diagnostic benchmark assessments within the first three weeks of school or upon enrollment. Our K-1 students are given paper and pencil benchmark assessments at the first LP meeting to determine strengths and any gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program called WIN and complete additional online lessons weekly through Thinkwell Math, Read Live, Moby Max and/or i-Ready. Younger students use Starfall. Moby Max and i-Ready

were provided for free to all continuing and enrolled students throughout the summer to encourage ongoing learning during the break. Our compliance process also serves to identify students in need and provide the necessary support in a timely manner. Families who fail to follow agreed-upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a Progress Improvement Notification (PIN) from the school. A meeting is then held with the ToR and parent to attempt to resolve the issue. When a second PIN is issued, a SST meeting is held with the Intervention Coordinator, the parent, and the ToR. If a third PIN is issued, it is sent to the parents by certified mail and an internal evaluation is conducted, at which point the student may be eligible for involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to get the student back on track before the gap widens. In response to an increase in absences, the Executive Director and administrative cabinet have weekly meetings to adjust these policies and procedures that address attendance, pacing, and progress. 97.9% of the LCAP Input Survey respondents agree that overall the school supports students in their academic goals.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Excel Academy Charter School addresses individual mental health needs through the Student Success Team (SST) process and the Crisis Team. During the SST meeting, we can determine what level of support is needed: more frequent check-ins with their ToR, reduced academic pressure, scheduled “me” time, counseling, etc. The Keep Calm and Carry On Series is sent through ParentSquare and provides mental health suggestions and resources for students, parents and teachers. Excel Academy hired an additional School Counselor in anticipation of the increased need for mental health support. Up to 8 sessions of 1-on-1 counseling are provided to high-need students while we work to connect them with community resources. The Crisis Team, which consists of a school psychologist, two school counselors, and an Intervention Coordinator, collaborate to respond to our most intense mental health crises. All teachers have been trained on current school policies related to COVID-19 and the appropriate protocol to follow when we are released to resume in-person meetings with students. The SafeSchool Trainings on Child Abuse and Neglect, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Prevention and Postvention all enable teachers to best meet the needs of our at-risk students. Our counseling department also provided staff development related to student and staff mental health multiple times throughout the year.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Ongoing communication is provided daily through social media platforms and ParentSquare. There were 150 participants this year in our LCAP Parent Input Survey. 99.3% of survey respondents agree that there is sufficient school/teacher communication about opportunities for them to be actively involved in their child’s education. In the LCAP survey, a few parents suggest that Excel Academy move away from i-Ready and state testing, but this is required by the state in order to receive funding and required by districts in order to receive authorization. We will continue to educate families on the benefits of testing and the importance of meeting state and district requirements in order to renew our charter. One parent requested that more spirit days be added. School Spirit Days were added this year by our Student Council and we plan to add more in the future. Another parent requested a studies skills class for middle school and high school. Teachers offer a variety of free classes to students and this topic will definitely be considered for one of these sessions next year. Another parent requested that they would like to have the ability to opt out of certain school notifications. All departments have been notified that they should only be posting to relevant subgroups and this will continue to be encouraged. Parents have the option to receive one ParentSquare digest daily with all posts from the day if they do not want to receive continual notifications. It was also suggested that Facebook groups be organized by grade level in addition to regional groups so that parents could share relevant information with each other and ask questions. While we do not currently have enough participation to warrant single grade level groups, we immediately started an elementary group in response to this suggestion. There are also existing groups for both middle school and high school parents. Parents had the opportunity to participate in the annual review of our LCAP and provide further input at our PAC meeting on May 6, at our ELAC meeting on May 13, and at our School Site Council meeting on May 14, 2021.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School-wide interventions are available to support our students. Due to the high unemployment rate, we recognized that support could be needed across all socioeconomic tiers. We post recurring advertisements of the No Kid Hungry program, which provides free meals at local school campuses, and we post available community resources on our website. Additionally, we note in our monthly staff meetings for ToRs to notify the Crisis Team if any family is struggling and in need of food or shelter. A list of community resources has been created, by the county region, addressing these needs. In addition, we sent surveys to all families to ensure that all students had access to adequate food, water, and shelter.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Action 1: We hired an additional high school counselor to support the growing mental, social, and emotional needs of our students.	\$980	\$1,070.90	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in the planned actions.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Excel Academy's curricula has been available throughout the COVID-19 pandemic with little to no disruption to the academic program of our students. However, as a result of COVID-19, we are even more committed to the partnerships we have developed with our families. We continue to monitor our students academic and social and emotional well-being by providing social emotional and mental health counseling for identified students as needed through virtual meetings, collaboration, shared information, webinars, and community resources. Our professional development continues to focus on distance learning, social and emotional learning and youth mental health.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We continue to use the i-Ready reading and math to determine strengths and any gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program called What I Need (WIN) and complete additional online lessons weekly through Thinkwell Math, Read Live, Moby Max and/or i-Ready. Younger students will continue to use Starfall.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences; however, Excel Academy's increased and improved services provided support towards meeting the needs of, and improving outcomes for students who are low income, English learners, and/or foster youth. Utilizing data to identify the specific needs of our students led to the collaboration and decision making of our RTI, SST and IEP teams in determining best practices to address the individual needs of each student. Monitoring student progress was essential in determining if the supplemental services were effective.



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Excel Academy's curricula has been available throughout the COVID-19 pandemic with little to no disruption to the academic program of our students. However, as a result of COVID-19, we are even more committed to the partnerships we have developed with our families. We continue to monitor our students academic and social and emotional well-being by providing social emotional and mental health counseling for identified students as needed through virtual meetings, collaboration, shared information, webinars, and community resources. Our professional development continues to focus on distance learning, social and emotional learning and youth mental health. We also continue to use the i-Ready reading and math to determine strengths and any gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program called What I Need (WIN) and complete additional online lessons weekly through Thinkwell Math, Read Live, Moby Max and/or i-Ready. Younger students will continue to use Starfall.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,226,657.00	2,456,652.27
LCFF	4,226,657.00	2,456,652.27

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	4,226,657.00	2,456,652.27
Certificated Salaries and Benefits	2,312,279.00	1,935,268.00
Classified Salaries	324,200.00	98,915.00
Curriculum, Textbooks, Materials and Supplies	1,580,767.00	408,301.27
Professional Development	2,214.00	1,859.00
Technology Services, Communication	7,197.00	12,309.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	4,226,657.00	2,456,652.27
Certificated Salaries and Benefits	LCFF	2,312,279.00	1,935,268.00
Classified Salaries	LCFF	324,200.00	98,915.00
Curriculum, Textbooks, Materials and Supplies	LCFF	1,580,767.00	408,301.27
Professional Development	LCFF	2,214.00	1,859.00
Technology Services, Communication	LCFF	7,197.00	12,309.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,582,981.00	410,160.27
Goal 2	2,312,279.00	1,935,268.00
Goal 3	331,397.00	111,224.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$63,007.00	\$266,785.47
Pupil Learning Loss	\$54,621.00	\$75,262.29
Additional Actions and Plan Requirements	\$980.00	\$1,070.90
All Expenditures in Learning Continuity and Attendance Plan	\$118,608.00	\$343,118.66

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$816.00	\$533.50
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$816.00	\$533.50

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$62,191.00	\$266,251.97
Pupil Learning Loss	\$54,621.00	\$75,262.29
Additional Actions and Plan Requirements	\$980.00	\$1,070.90
All Expenditures in Learning Continuity and Attendance Plan	\$117,792.00	\$342,585.16