LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excelsior Charter School Corona-Norco
CDS Code: 33103300137869
School Year: 2021-22
LEA Contact Information: Dr. Derek King |
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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).
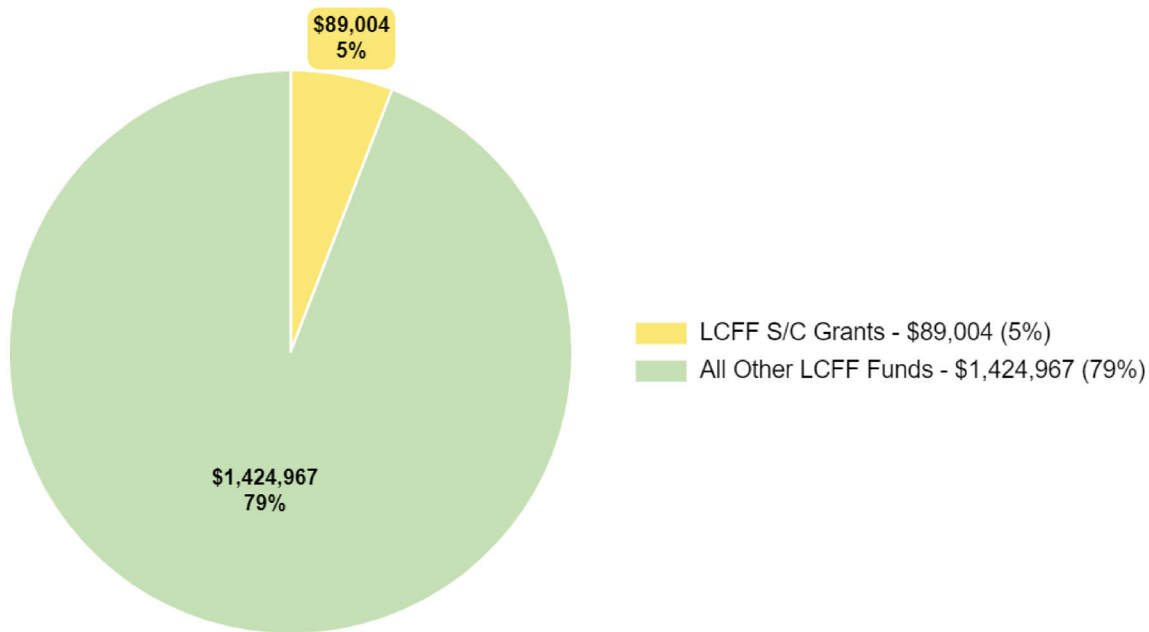
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source
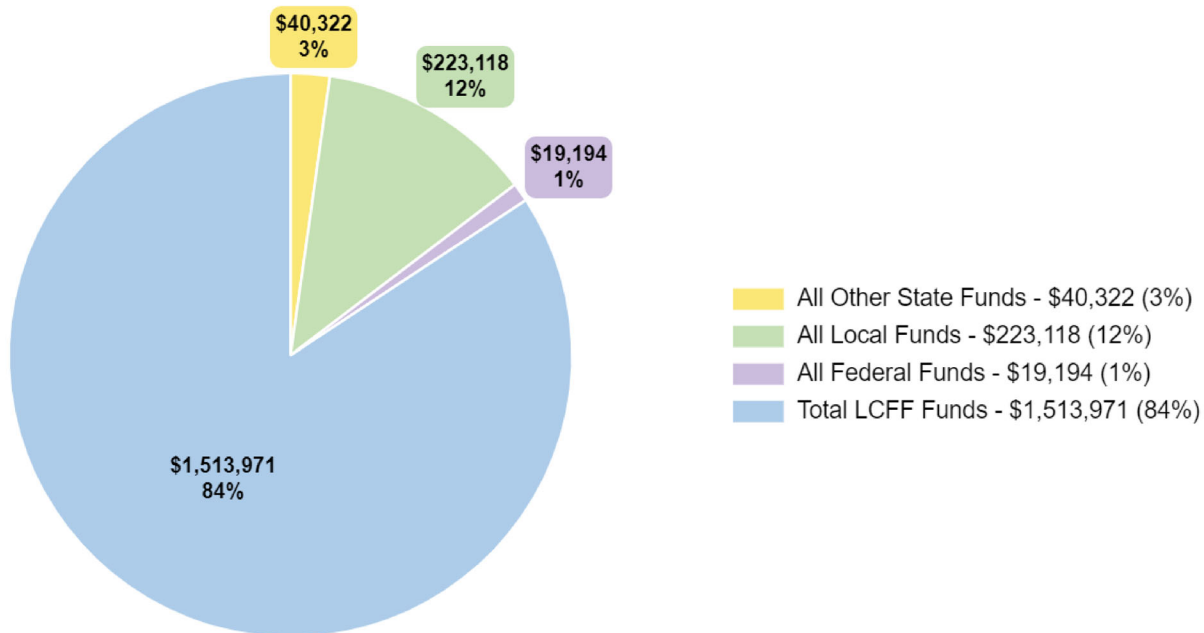
Source	Funds	Percentage
All Other State Funds	$40,322	3%
All Local Funds	$223,118	12%
All Federal Funds	$19,194	1%
Total LCFF Funds	$1,513,971	84%

Breakdown of Total LCFF Funds

Source	Funds	Percentage
LCFF S/C Grants	$89,004	5%
All Other LCFF Funds	$1,424,967	79%

These charts show the total general purpose revenue Excelsior Charter School Corona-Norco expects to
receive in the coming year from all sources.

The total revenue projected for Excelsior Charter School Corona-Norco is
$1,796,605, of which
$1,513,971 is Local Control Funding Formula
(LCFF), $40,322 is other state funds,
$223,118 is local funds, and
$19,194 is federal funds. Of the
$1,513,971 in LCFF
Funds, $89,004 is generated based on the
enrollment of high needs students (foster youth, English learner,
and low-income students).

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.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Excelsior Charter School Corona-Norco plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Excelsior Charter School Corona-Norco plans to spend
$1,633,787 for the 2021-22
school year. Of that amount, $257,818 is tied
to
actions/services in the LCAP and $1,375,969
is not included in the LCAP.
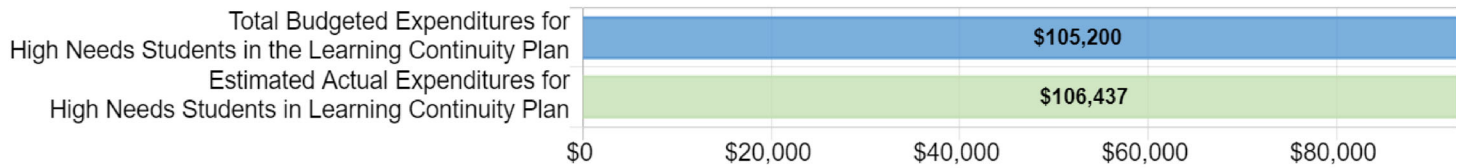The budgeted expenditures that are not included in the LCAP will be used for the following:

Some staff salaries and benefits, operational and administrative expenses.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Excelsior Charter School Corona-Norco is projecting it will receive
$89,004 based on the enrollment of foster youth,
English learner, and low-income students. Excelsior Charter School Corona-Norco must describe how it intends to increase
or improve
services for high needs students in the LCAP. Excelsior Charter School Corona-Norco plans to spend
$110,432
towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$105,200
Estimated Actual Expenditures for High Needs Students in Learning Continuity Plan	$106,437

$0 $20,000 $40,000 $60,000 $80,000

This chart compares what Excelsior Charter School Corona-Norco 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 Excelsior Charter School Corona-Norco
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, Excelsior Charter School Corona-Norco's Learning Continuity Plan budgeted
$105,200 for planned actions to
increase or
improve services for high needs students. Excelsior Charter School Corona-Norco actually spent
$106,437 for actions to
increase or
improve services for high needs students in 2020-21.

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 School Corona-Norco	Dr. Derek King Superintendent	derekk@excelsior.com 760-245-4262

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

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

College and Career Readiness indicators of "not prepared" level will decrease by 1% annually and move into "prepared" and/or "approaching prepared" level.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

7

Local Priorities: Priority 7 - Access to Broad Course of Study

Annual Measurable Outcomes

Expected	Actual
Number of "college ready" 12th graders will Increase by 1% from previous year.	The number of students that are graduating with the designation of "college ready" will be released in the upcoming months now that a baseline has been established during the 2018-19 school year.
Number of students "approaching prepared" will increase by 1% from previous year	Number of students "approaching prepared" data will be released and updated into the next annual LCAP update now that a baseline has been established during the 2018-19 school year.
Percentage of students in dual enrollment will maintain/increase	Data was collected during the 2018-19 school year and a baseline of 15% of our graduating seniors finished the year with dual enrollment courses.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Establish a partnership with the local community college to give students the opportunity to earn college credit through concurrent enrollment. To include: • Norco College Campus representatives met and established a relationship with the local community colleges to ensure dual enrollments would continue to be available for students. Corona students are able to take dual enrollment courses at Chaffey College as well as Norco College.	$2,150	$543
Support for college cohort programs including CTE pathways. To include: • Create a CTE pathway plan that can be followed and reviewed online by parent and student. • Create a course catalog to highlight available options and identify pre-requisites Administration met with Norco college about adding a CTE pathway for Video Game design on the Corona campus. Unfortunately the college requires the participation of at least 20 students to make the course viable, and the campus didn't have enough interest. We are hopeful moving forward that we will continue to grow and be able to provide more CTE programs on campus. We are slated to add a cyber security pathway towards certification in ethical hacking at the start of the school year.	$3200	$3458

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue expanding the AVID program. AVID was determined by the staff and students to be undesired at the Corona site. Currently, we have no further plans to implement AVID and will continue to focus on dual enrollment as well as CTE programs.	$10,000	$0
Utilize A-G checks on an annual basis to identify gaps in completion and opportunities for dual enrollment. Administration and facilitators utilize A-G checks to identify gaps in completion and to identify opportunities for dual enrollment. Annual training on this has been provided by Central office.	$0	$4565
Utilize CAASPP scores to measure progress and identify candidates for dual enrollment. Staff has been trained to analyze CAASPP scores to identify candidates for dual enrollment	$2100	$5432

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 funds associated with the actions and services related to increasing the percentage of college ready students as identified by the California Dashboard College and Career Indicator were implemented with the exception of the funds allocated to develop the AVID program. The funds were used to expand the video game design offerings in order to develop the program into a CTE pathway as it correlates with the regional workforce priorities.

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

The challenges associated with implementing the CCI related challenges were negatively impacted by the COVID-19 pandemic for the spring semester of 2020. Excelsior students were not able to take summer college courses due to the shut down. Excelsior Corona-Norco's ability to provide registration support for online coursework was diminished due to many unclear community college enrollment practices that were in place as a result of the social distancing requirements.

Goal 2

Maintain a rate of less than or equal to 6% in the area of Chronic Absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: 3
5

Local Priorities: Priority 6 - School Climate

Annual Measurable Outcomes

Expected	Actual
Maintain/decrease the percentage of students on academic contracts.	The number of students on academic/behavioral contracts decreased. Prior to the Stay Home Order the number of academic/behavioral contracts were decreasing. The "Hold Harmless" element of the Stay Home Order and the fact that students were no longer on campus have a disruptive impact on fully analyzing the effects of the actions related to this goal.
Maintain/increase communication with our at-risk student population	Communication with our at-risk population was vastly improved and increased as a result of a newly implemented SARB/SARIM process.
Maintain a rate of less than or equal to 6% in the area of Chronic Absenteeism	0% of students were identified as chronically absent.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Update the SARIM/SARB process to utilize resources available to assist families with truancy and chronic absenteeism.	$450	$542
Develop a universal academic contract to use when attendance-related intervention is necessary. Provide Facilitators and Teacher with training on implementing academic contracts.	$3500	$3145

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement Positive Behavior Interventions & Support (PBIS) to provide students with behavioral support to foster social, emotional, and academic success.	$21,235	$24325
Absenteeism intervention meetings with at-risk students and families to review Excelsior ADA requirements.	$0	$0

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 Funds budgeted were used to support stakeholders.

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

Excelsior Corona-Norco now employs Facilitator Assistants to help monitor work submission and provide a mechanism to reengage students very early when absenteeism occurs.

Student Support Team meetings were used to discuss interventions, communicate expectations, celebrate and develop plans for student success. The challenges with some SST meetings would be limited or no student or parent attendance.

The initial PBIS training took place for all site leaders. Excelsior Corona-Norco is in the early stages of the PBIS implementation.

Goal 3

80% of EL students will advance one grade level in a valid and reliable reading program.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 3
4 5

Local Priorities: Priority 2- Implementation of State Academic Standards

Annual Measurable Outcomes

Expected	Actual
English Learner students would improve in Reading Plus by at least one grade level.	100% of EL students improved by 1 grade level or more.
By identifying at-risk students, our chronic absenteeism rate will remain below 6%.	Excelsior Charter School Corona Norco maintained a rate of less than 6% in the area of chronic absenteeism with a rate of 0%.
EL students will be assessed annually in a valid and reliable reading program.	All EL students were assessed via our Reading Plus program to determine a baseline reading level.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Site administration will identify EL students via CALPADS/Home language survey annually to monitor and track EL status. Staff members will attend ongoing professional development to be compliant in the administration of the ELPAC.	$4800	$5125
EL students will be given a reading assessment via a valid and reliable reading program to determine baseline reading levels. Students reading below 1.5 grade levels will be enrolled into a reading improvement support program.	$2140	$2370
Monitor progress of EL student population in the reading improvement program. Implement RTI as needed for students not making progress with the reading improvement program.	$0	$1354
Facilitators will frequently monitor current grade-level coursework to check for understanding and ensure growth in reading comprehension across the curriculum.	$0	$587
Create a help video for parents to support our students working in their reading program off-campus.	$500	$0

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 funds budgeted for actions and services were used. Program was modified to create joint participation of all Excelsior English Learner students and families using the Zoom platform during the Spring 2019/20 school year.

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

The overall effectiveness of our actions were very high, as 100% of our EL population advanced in their reading support program. Given that we were able to identify correlations between reading level and achievement levels on both state and school tests, this advancement should prove to be beneficial both to the student as well as the school. We will continue to track our EL students and use a reading program for our students in need, as these students have shown tremendous growth over the course of just one school year. As an organization we will continue to train our teachers on the monitoring and assessing of coursework to ensure adequate reading comprehension while taking intervention steps as needed. Our campus will continue to hold yearly meetings for our students in special
populations to give these parents the opportunity to provide our leadership with useful feedback so that we can continuously improve our program. Excelsior Corona Norco was successful at combining their small English Learner population with the Excelsior Charter Schools English Learner population using the Zoom platform. The EL student participation was greatly improved due to increased interaction.

Goal 4

Increase Graduation rate by 3% annually.

State and/or Local Priorities addressed by this goal:

State Priorities:
4

Local Priorities: Priority 6 - School Climate

Annual Measurable Outcomes

Expected	Actual
The graduation rate would increase by 3% or greater.	A Graduation Rate baseline will be created and measured against the data to determine improvement following the 2019-20 school year.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Site administration will identify and track 4-year and 5-year cohort students	$0	$4985
Administrators will conduct preenrollment consultations with prospective students to discuss a graduation timeline and review all requirements that need to be met in order to graduate on time.	$5800	$5987
RTI for students that are no longer on track for graduation in four years to ensure graduation by the end of year five.	$5000	$6750
Implement an accelerated boot camp to enable students that are behind credits the opportunity to catch up.	$4800	$5214
Create a graduation Plan template that can be reviewed at facilitator appointments and online at any time to measure current progress towards graduation.	$2000	$1545

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 budgeted funds were used to implement the student and family supports to encourage graduation.

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

The overall effectiveness of these actions/services were deemed incredibly effective, as we didn't have any students drop out. The first action taken by administration dramatically increased our graduation rate simply by sitting down with prospective students and mapping out their pathway to graduation. In the past, a student likely would have enrolled with different expectations on graduation date and then simply dropped out or left the program after becoming increasingly frustrated. In the past, a student likely would have enrolled with different expectations of a graduation date and then simply dropped out or left the program after becoming frustrated. Now, students
clearly understand their expected graduation date before / during enrollment based upon credits completed. The process of creating a graduation template was also extremely efficient, as one of our site leaders had one that was previously being used in an unofficial capacity that was simply modified via input from our administrators to fit the needs of all students. The changes being made to our summer school program will allow students a more efficient method of recovering credits from the prior semester, as now they are only expected to complete the work and demonstrate mastery on prior units that they did not pass/complete, rather than having to redo the entire course. This has led to an increase in morale

amongst our students as they are much more motivated to take a course that focuses on what they didn't learn, rather than having to start from scratch. All of this fits into our action
of RTI for students that fall off-track for graduation in four years.

Goal 5

To increase all student's Academic performance in ELA by a minimum of 5 points annually as measured by the CAASPP.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

8

Local Priorities: Priority 2- Implementation of State Academic Standards

Annual Measurable Outcomes

Expected	Actual
The expected outcomes were to increase overall student performance by 5 points or greater. An amplified goal of a 10 percent increase was set for special populations to close the achievement gap (African American, McKinney-Vento, Foster Youth, Low Income Students and English Learners).	The CAASPP assessment was not taken due to the Corona virus pandemic.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All Excelsior students will take a reading assessment to establish a baseline reading/comprehension level at the beginning of the academic school year	$4250	$5345

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Follow-up reading assessments will be given to students in accordance with their baseline assessment: • Students that score below grade level will be assessed 3 times per school year • Students that score at grade level will be assessed once per semester. • Students that score above grade level will be assessed once per academic school year Follow-up reading assessments are given in accordance with this rubric. Those students not reading at grade level are entered into a reading plus class where they are working within the program at least 90 minutes a week in order to make progress towards their reading goal.	$2000	$3217
Develop an RTI/Enrichment for students in grades 7-9 with tiered interventions to facilitate reading support through multiple modalities.	$24000	$21765
Use formative and summative data to identify students who are in danger of not meeting level 3 ELA standard as measured by the CAASPP to inform intervention.	$0	$6745
Research, develop, and collaborate on differentiated intervention strategies for students identified as needing additional focused instruction in ELA. Utilize this collaboration to integrate and align all additional resources.	$3745	$5289
Develop a means to collect data on content strands in which students are not performing at level 3 to help inform our continual development of curriculum.	$12000	$12453

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 budget funds were used.

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

The overall effectiveness of our actions and services will not be measurable until our baseline is established, and we have new data to measure against. We feel that our students are making progress in these subjects but will not know how much until we are able to analyze the data against the baseline CAASPP data . Although our facilitators continue to do an excellent job identifying at-risk students, we will

continue to work on filling in the gaps that would lead to a portion of our students scoring below level three on their ELA tests. The curriculum department will continue to work on aligning our coursework and exams to the SBAC, which we believe will improve our scores. The department will also work on condensing the unit window in an effort to give our teachers more time to assess
and re-teach material as needed. By offering our students fewer summative tests and more formative quizzes, our facilitators can shift their focus to engagement of the material in hopes that our students spend more time learning and interacting with the material and less time focusing on simply studying for the exam.

Goal 6

Increase the achievement of all students in math as measured on the CAASPP by 3 points annually.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3

8

Local Priorities: Priority 2- Implementation of State Academic Standards

Annual Measurable Outcomes

Expected	Actual
All students will see a gain of 3 points annually as measured by the CAASPP.	Math scores as measured by the CAASPP baseline data will be released shortly, creating a baseline to be compared to in the upcoming 19-20 schoolyear

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop a plan to ensure all students in grades 9-12 are placed into the appropriate math course. Develop a clear and concise list of pre-requisites for all existing math courses.	$12000	$11321
Use formative and summative data including the interim CAASPP math assessment to identify students in danger of not meeting level 3 as well as to guide instruction and response to intervention.	$8000	$7542

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Align unit tests with SBAC testing format to use as summative data/leading indicator for student achievement.	$5000	$5178
Research, develop, and collaborate on differentiated intervention strategies for students identified as needing additional strategic instruction.	$24000	$24876
Develop a remedial course that specifically addresses 'math fundamentals' for all high school students who do not place into Algebra 1 via math assessment.	$2500	$1543
Sites will hold regularly scheduled meetings to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site admin.	$350	$549
Utilize ALEKS math program for students in need of remediation.	$2700	$3458
Sites will hold regularly scheduled meetings to specifically address the needs of subgroups (African American, Low SES, McKinney Vento/Foster/Homeless to provide parents with a forum to contribute to the planning and analysis of student learning.	$350	$165

Goal Analysis

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

There was minimal variance between budgeted and actual expenditures.

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

The overall implementation of the math goal, much like the ELA goal, required much more facilitator training than any of the previous goals and therefore proved to be more difficult. We encountered a similar issue as ELA with brand new incoming students where students would come from schools with integrated math courses and we would be tasked with assessing them accurately and quickly in order to get them placed into the correct courses. The ALEKS math program proved to be a valuable tool in remediation, and students were much more receptive to a program when they were able to receive additional elective credits for it. The math teachers will continue to collaborate and implement best practices as needed. One positive aspect of our implementation has always been the frequency at which we hold community meetings to ensure all parents of all populations have a chance for their voices to be heard.

The overall effectiveness of our actions and services will not be measurable until our baseline is established, and we have new data to measure against. We feel that our students are making progress in these subjects but will not know how much until we are able to analyze the data against the baseline data being collected. Although our facilitators continue to do an excellent job identifying at-risk students, we will continue to work on filling in the gaps that would lead to a portion of our students scoring below level three on their Math tests. The curriculum department will continue to work on aligning our coursework and exams to the SBAC, which we believe will improve our scores. The department will also work on condensing the unit window in an effort to give our teachers more time to assess and re-teach material as needed. By offering our students fewer summative tests and more frequent formative quizzes, our facilitators can shift their focus to engagement of the material in hopes that our students spend more time learning and interacting with the material and less time focusing on simply studying for the exam.

Goal 7

Provide parents and students with adequate facilities to further support Excelsior families.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Priority 1 -Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)

Annual Measurable Outcomes

Expected	Actual
Provide parents and students with adequate facilities to further support Excelsior families	A family resource center was planned to be fully operational by Fall 2020 at the latest. We have secured a location and began the planning process. The process was halted due to the pandemic stay home order restrictions.
Excelsior Corona will hold special population meetings for families.	Excelsior Corona held the required special population meetings.
Maintain participation in parent and student surveys.	Survey participation was maintained even through the pandemic.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Begin the planning process of securing aparent engagement center. This center will be used to engage all stakeholders and give the community the opportunity to provide input to Excelsior staff. This support will include bus passes, family workshops, and workshops for students in special populations.	$3000	$3986
Provide Excelsior students with a school lunch nutritional program that is compliant with all CA state guidelines.	$9000	$9125

Goal Analysis

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

Budgeted funds for actions not used are still being allocated to complete the action. Delays were the result of COVID-19 related shut downs.

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

The aim of the family resource center is to provide parent and student level support in the areas of parent engagement, academic improvement, and community and social family-based needs, including but not limited to: Parent job search, tutoring, naturalization courses, high school diploma or GED, EL fluency. All course offerings will be based on community needs assessment. The overall implementation of the school lunch program was very successful.

We have secured a location for the family engagement center as well as conducted initial assessment of site improvements and have begun to calendar the work to make the scheduled improvements. We have not yet secured the final contract, as that as being negotiated. Implementing the school meal plan has been widely successful, although our participation rates vary between campuses and we are still actively working to encourage participation and increase our numbers to potentially reach the community eligibility provision.

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
Return to In-Person Support in adherence to the Learning Continuity and Attendance Plan In compliance with AB 86, the Coronavirus Response and School Reopening Guidance, all Excelsior Charter School campuses modified our distance learning offerings to include In-Person Instructional and Social Emotional Support offerings. To limit the amount of academic disruption Excelsior Corona-Norco retained the Zoom supported academic offerings and included afternoon in-person social emotional support and socialization. This decision was made to continue to adhere to the 6ft social distancing mandate while also allowing all grade levels an opportunity to return to campus in a limited capacity. All Excelsior Corona-Norco Teaching, Support and Administrative staff participated in Social Emotional Learning Professional Development delivered using the Character Strong platform.	$6519	$6652	N

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.

There were no substantive differences between the planned actions and expenditures. The budgeted expenditures for in-person instruction were used to provide Social Emotional Learning training for Excelsior Corona-Norco staff and in-person SEL support for all grade levels. All Excelsior Corona-Norco staff participated in Character Strong professional development. Virtual and in-person classroom observations were modified to inspect the inclusion of SEL for all student activities.

SEL activities were also integrated into staff meetings.

Desiring students with exceptional needs were able to receive in-person instruction during the Stay Home order.

Analysis of In-Person Instructional Offerings

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

The major challenges to implementing in-person instruction during the 2020/21 school year beyond our students with exceptional needs was the lateness in which in-person instruction was authorized by the California Department of Public Health for general education, secondary students. Excelsior was not authorized to return to any in-person offerings for general education students until April 1, 2021. Excelsior's scheduled Spring Break began April 2, 2021 through April 11, 2021. Further, the 6-foot social distancing requirement necessitated phasing in student groups in order to provide in-person access to all grades prior to the end of the school year.

During this timeframe Excelsior Corona-Norco established an in-person Student Support Class for our Moderate to Severe Special Education students.

Excelsior Corona-Norco was able to provide Social Emotional Learning support for all grade levels using the CharacterStrong SEL platform.

Excelsior's COVID-19 Safety plan was highly effective as no school based COVID-19 outbreaks occurred during the in-person instruction period.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Excelsior Corona-Norco has continued to strengthen the distance learning platform that we provide using Canvas. This year, all workshop classes were provided through the Zoom platform to maintain the daily live direct instruction supplemented by the rigorous curriculum in Canvas. Monthly Educational Team meetings were also supported via zoom this year to maintain the communication between the parent/guardian, student, and the facilitator. Educational team meeting frequencies were increased as needed based on individual student needs. Professional Development was provided to teachers in Zoom, Distance learning engagement strategies, Social Emotional Learning and Trauma informed practices to support students during quarantine. Excelsior Corona-Norco also contracted counseling services through Tiny Eye, an online counseling platform, and Care Solace, a counseling concierge service to promote the health, safety, and well-being of our students, their families and our staff. Increased home visits from all sites were to provide support, materials, and resources to disengaged students. Increased frequency of Ed team meetings weekly for all of our vulnerable population of students (i.e. SPED, McKinney Vento, EL). Virtual field trips and clubs went virtual and available to promote socialization. EL Development sessions provided via Zoom weekly. Excelsior also increased the staffing of Instructional aids to support our special population students both in their workshop (synchronous) classes and in the afternoons through tutoring with their asynchronous learning.	$95162	$123221	Y

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.

There were no substantive differences between the planned actions and budgeted expenditures.

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.

Even prior to the COVID pandemic and associated distance learning mandates Excelsior Corona-Norco delivery model would be best described as a teaching and learning hybrid. As such, Excelsior Corona-Norco students have always had the flexibility to choose any combination of on campus instruction, independent study, virtual, synchronous instruction and high school/college dual enrollment. Our Learning Management System and Student Information infrastructure has long since been able to support our instructional delivery platform that allows parents to fully understand their child's academic progress, intervention needs, communicate with their teachers and for educators to collaboratively provide input. Excelsior Corona-Norco's robust infrastructure and correlated staff expertise allowed our families to have an advantage when all schools were mandated to shift to off site support. Our families experienced very little disruption to our course content delivery.

All course content classes were shifted to the virtual environment primarily transitioning from regular in-person full classrooms to the exact same student schedule delivered via Zoom video conferencing. Even prior to the on-campus restriction, like all schools Excelsior Corona-Norco suspended student assemblies and any classes that we were advised by the county Departments of Public Health to suspend because of amplified infection risks. Excelsior Corona-Norco uses the Canvas Learning Management System which is the identical system used by 114 of the 116 California Community Colleges. As such, in addition to being able to continue the middle school and high school curricular support our dually enrolled students were also familiar with the system that was used by the respective community college that they attended. Even further, Excelsior Corona-Norco uses a common curriculum and assessment model across all school sites. As such, the burden to create emergency lesson plans with the appropriate scope and sequence was not experienced by Excelsior Corona-Norco teaching and support staff.

All Excelsior Corona-Norco students receive an electronic instructional support device (iPad or Chromebook) at enrollment. Our students had very little disruption associated with not being able to access the content as the virtual environment shift took place. The byproduct of Excelsior Corona-Norco's operational design continued student participation as identified by our year end, June 2020 Canvas student participation data.

The result was that families began to flock to Excelsior Corona-Norco as parent/student word of mouth, media coverage and regional educational leaders celebrated the continued, robust support that Excelsior Corona-Norco provided in the midst of the worldwide pandemic. As parents struggled with their new role of being the primary educator Excelsior Corona-Norco became even more attractive and began to grow faster. Passed on August 31, 2020, Senate Bill 820 dealt a damaging blow to Excelsior Corona-Norco and parent choice overall. Senate Bill 820 penalized schools with increasing enrollment that are funded as non-classroom based by not providing funding for newly enrolled students. The result is that for the first time we were forced to temporarily suspend new enrollments.

To ensure our continued progress toward the regional workforce goals all Career Technical Education

courses have been continued. Specifically, the 4-tiered Cybesecurity course offering which has always been provided via synchronous live instruction continued with zero disruption. Special attention was paid to the virtual course offerings by clustering the course placement for students with disabilities, English Learners and students that had demonstrated a loss of learning in the Spring 2019/2020 semester. Special education and educational support personnel were added as additional staff to these respective classes to be able to better support the students and teacher. In addition, weekly tutoring sessions were scheduled and marketed to offer increased instructional time as needed.

Excelsior Corona-Norco's special education department collaborated with the general education teachers to appropriately modify the coursework and ensure the accommodations and supports were being met for students with Individualized Education Plans (IEPs).

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The most immediate and direct pupil learning loss strategy is to ensure that all students are attending and actively engaged (participating) in the live virtual and asynchronous class offerings. All Excelsior Corona-Norco students have the benefit of participating in virtual instruction at differing campuses where space is available. Excelsior Corona-Norco teachers have access to the Aeries SIS for the weekly/daily attendance record, Canvas and Zoom for a daily/frequent live participation record. To accelerate learning and mitigate any learning loss all Excelsior Corona-Norco students have access to the Apex curriculum which is tailored and guided by specific Excelsior Corona-Norco teachers and allows students to work at their own pace. The Apex platform includes diagnostic tools that allow Excelsior Corona-Norco teachers to guide the students through practice skills with the additional benefit of having educational video clips for self-paced reteaching as needed. All Excelsior Corona-Norco assessment tools have frequent and regular assessments cycles (quizzes, tests, extended response requirements) to aid the teaching staff in better understanding the student's readiness levels and knowledge gaps. Specific to addressing learning loss for English Learners, Low-income, Foster Youth, Pupils with Exceptional needs and McKinney-	$13,905	$15,347	Y

Vento students, targeted supplementary tutoring opportunities are available on a daily/weekly basis. Students in these categories are surveyed to ensure that they receive free nutritional services, have access to a digital device and a supplemented with a digital hot spot if needed. Additionally, were appropriate, Student Support Teams (SSTs) can be convened by any classroom teacher or assigned Facilitator to develop a plan in partnership with the student and parent to improve performance and prepare for the college, military or workforce transition for any pupil with an exceptional need. Excelsior Corona-Norco has utilized student support groups identified as "McKinney-Vento/Foster Youth breakfast huddles" to provide a safe haven for McKinney-Vento and Foster Youth. These students established study groups, received information on financial supports, scholarships, college admission and free tutoring. Excelsior Corona-Norco plans to re-establish as the McKinneyVento/Foster Youth virtual huddles to establish small learning communities amongst students with similar backgrounds. The most recent meeting was held in June of 2020. English Learner support is now supplemented by the inclusion of bilingual staff in the virtual teaching environments. These bilingual staff members will undergo continual professional development targeted specifically to address any pupil learning loss with EL students. The designated EL support strategy of pairing EL students of different language proficiency within the virtual classes will continue to be used as a means to address pupil learning loss for ELs. Excelsior Corona-Norco will continue to invest in instructional supports that improve English Language proficiency.

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.

The major substantive difference for addressing pupil learning loss was the development of a summer and yearlong support offering. The creation of this in-person support necessitated an increase in summer 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.

The effectiveness of the services and supports meant to address pupil learning loss is measured by student performance. The outcomes of our internal assessments, diagnostic tools, California Dashboard results and state interim assessments as compared to our historical achievement data will inform the overall status of our student progress. The CAASPP was not administered for the 2020/21 school year. Excelsior Corona-Norco students showed no significant changes in student performance or graduation rate using internal measures.

Excelsior Corona-Norco employs Professional Learning Communities (PLCs) comprised of content specialist teachers from across all school sites. With the assistance and support from our site administrators the PLCs will continually reflect on the performance data, identify focus strands, share best practices and celebrate growth. Site administrators supported our students and teaching staff through classroom observations ensuring that the agreed upon strategies were being implemented across the Excelsior Corona-Norco system.

Positive Behavior Intervention and Supports (PBIS) is used as the framework to guide the PLCs to always use scientifically validated interventions whenever possible, use data in decision making and monitor student progress as they meet monthly to discuss outcomes and implementations.

Our data indicates that Excelsior Corona-Norco has been very successful in addressing pupil learning loss related to the Stay Home Order. Future plans to provide learning loss support were challenging due to staff fatigue and teacher availability through the summer break.

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.

The mental health and social/emotional well-being of our students, staff and families is at the forefront of our readiness efforts to assist students with academic performance and their overall health during the COVID-19 pandemic. The added stresses and isolation brought on by the Stay Home order paired with the fact that the homes of many of our students are not well suited for learning as opposed to the comfort of receiving instruction in a traditional classroom. Excelsior Corona-Norco has successfully provided the following mental health and social emotional well being supports through the end of the school year:

• Gaggle student monitoring services to monitor the communications of all students on any Excelsior

Corona-Norco device or platform.
• Planned PD for all staff on Student Wellness First Aid.
• Virtual social rooms for English Learners
• Targeted virtual PD to support McKinney-Vento and Foster Youth during the pandemic.
• Weekly Student led/Administrator attended student virtual gatherings hosted by Excelsior Corona-Norco Student Board member from the onset of the Stay Home order through the end of the 2019/2020 school year.
• Student access to Tiny Eye Counseling services.
• Reminders of Suicide and Violence Prevention Hotline numbers on website.
• Mindfulness activities for students led by ASB students
• Continuance of ASB activities during the Stay Home order such as Spirit Week.
• E-Sports gatherings and promotions for Students to participate in as part of the weekly "Eagles Nest" activities.
• Tuesday through Friday virtual "Eagles Nest" activities.
• "Ice Breaker" activities during virtual social gatherings led by the ASB.
• Staff training on Trauma Informed Best Practices.
• Wellness activities included as part of virtual staff training.
• Virtual HealthCheck daily self-monitoring reporting.
• Creation of Message Teams to allow staff members to collaborate virtually.
• Telework accommodation availability for all staff.
• Counseling availability through benefits package.
• Email communication sent to all staff highlighting free county Behavioral Health supports.
• Ongoing communications from the Human Resources department on free webinars and discussions on mental health strategies.

The major challenges related to monitoring and supporting student mental health are limited or no student contact and poor or limited parent communication during the distance learning period.

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.

According to student/parent feedback, enrollment data and course completion results, Excelsior Corona-Norco was highly successful at engaging our parents and students during the Stay Home order period.

California Compulsory education continues to apply for the 2020/2021 school year. The intent of the California Legislature is for all schools to develop a different multi-tiered system of re-engagement for students who miss instruction or who are chronically absent in distance learning rather than the system used during our normal school environment. As an Independent Study school with a hybrid inclusion of classroom supported workshops, Excelsior Corona Norco's normal process of capturing daily attendance is through daily student assignment submission. All assignments were submitted through our Canvas Learning Management System. While on mandated 100% distance learning, we continued to capture student daily assignment submission for all assigned classes.

Our attendance at parent meetings, student awards assemblies, etc. increased as a result of migrating each of these processes to the Zoom platform.

The challenges to parent and student engagement were mostly around an inability to access families who had left the area.

Analysis of School Nutrition

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

The school nutrition program continued without disruption during the 2020/21 school year. Excelsior Corona Norco's nutritional offerings expanded to include breakfast during the 2020/21 school year.

Excelsior Corona-Norco provided the National School Lunch Program through a vended meal model supported by Revolution Foods and School Food Solutions. Excelsior Corona-Norco has been granted a waiver by the California Department of Education to employ the Seamless Summer Option until December 31, 2020. Excelsior Corona-Norco employs a 5-day per week meal service support. Students are fed in a non-congregated, no contact setting that allows meals to be served, taken home and consumed. To encourage consumption during an environment with limited vendor capacity Excelsior Corona-Norco meals vary between shelf stable, Grab and Go and refrigerator stable, more complex meal options. During all services the appropriate signage allows families to fully understand if the daily service must be consumed within a two-hour period or if it is shelf stable for up to 5 days. Dates are clearly marked on all packages or provided at the time of meal service. All time and temperature rules are strictly followed. Additional measures have been taken to ensure proper sanitation of service areas to prevent the spread of the COVID-19 virus through serial contact.

Special emphasis is given to our McKinney-Vento and pupils with exceptional needs to ensure that they are properly identified to receive free meal service. Excelsior Corona-Norco staff is fully trained to be able to casually identify if further discussion is appropriate to determine whether or not a student may be newly qualified as homeless under the McKinney-Vento act.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
The additional action related	Excelsior Corona-Norco sanitation efforts now include: Engineering controls We implement the following	$2800	$2376	Y

to continual implementation of the Learning Continuity and Attendance Plan was the necessity to increase the sanitation efforts across the Excelsior Corona-Norco system.

measures for situations where we cannot maintain at least six feet between individuals: The use of solid see through partitions are used where 6-foot distancing is not feasible. We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by: Increasing outside air flow whenever possible by opening doors or opening economizers to take in more external air when allowable. Excelsior Corona-Norco ventilation systems are maintained by commercial partners under contract for routine maintenance and repair or adjustments as needed. When external conditions necessitate minimizing external air intake due to hazardous conditions, Excelsior Corona-Norco would cease on-campus operations until conditions return to normal. Cleaning and disinfecting We implement the following cleaning and disinfection measures for frequently touched surfaces: Our workplace-specific measures include: • Sanitation and mitigation supplies are available at all school sites and offices. High contact areas are sanitized using infrared technology and high-grade disinfectants. • All work and educational spaces are disinfected after use and prior to use by different persons. Should we have a COVID-19 case in our workplace, we will implement the following procedures: Promptly close and restrict access to any rooms and locations with possible exposures for 72 hours. After 72 hours, staff that have been trained and in appropriate and approved PPE will use approved Neutral Disinfectant that meets EPA criteria for use with SARS-COV-2 to sanitize all areas and items. After sanitizing, the areas will remain closed for 24 hours with adequate ventilation before being reopened. Shared tools, equipment and personal protective equipment (PPE) PPE must not be shared, e.g., gloves, goggles and face shields. Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by providing employees with the materials and

training needed to complete it themselves. Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users. Hand sanitizing In order to implement effective hand sanitizing procedures, we: Deployed at least 1 hand sanitizer station to all rooms using approved sanitizer from our partner, CINTAS. Spare refills for all stations are kept on site and replaced when needed. In locations with heavy traffic, multiple stations were installed. Signage for hand sanitizing has been placed throughout facilities to encourage proper handwashing and frequent sanitizing. Staff are directed to use provided and approved sanitizer to prevent the use of ineffective or unsafe sanitizers. Personal protective equipment (PPE) used to control employees' exposure to COVID-19 We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed. When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. See section 3205(c)(E) We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

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 between the planned actions and the budgeted expenditures.

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.

Due to the successes experienced by Excelsior Corona-Norco and the feedback received from students, parents, staff and community members, it was apparent that our stakeholders preferred synchronous live support via distance learning platforms over independent study. As such the 2021-2024 LCAP includes plans and expenditures to decrease class sizes, provide distance learning professional development on new technologies and teaching and learning practices. Prior to the pandemic nearly 40% of Excelsior Corona-Norco students attended an English or Math course via Independent Study. The 2021-2024 LCAP allows for 100% of Excelsior Charter School students to receive live credentialed teacher support in English and Math.

The 2020/21 school year also highlighted the need to increase our Special Education credentialed staff to be able to co teach in English and Math. Increasing our Special Education staff will also allow additional support for students with exceptional needs beyond their academic needs.

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

Excelsior Corona-Norco's plans to assess and address learning loss have been interwoven into our strategic plan and ongoing campus operations. Expanded opportunities to accelerate learning and address the academic needs of our pupils with unique needs has prompted the hiring of additional staff and restructuring of master schedules and course offerings to include the expanded availability of synchronous, live distance learning support for all students in English and Math. Specifically Excelsior Corona-Norco has made the following modifications going forward:

Special Education
All accommodations expressed in the student's Individualized Education Plan are being continued with the health and safety modification of the assessments and meetings being held virtually. The following steps have been taken to support our Students with Disabilities:

* Excelsior Corona-Norco has extended the technological supports to all contracted, non-Excelsior Corona-Norco experts that are supporting the student's needs.
• The caseloads of Special Education teachers have been greatly reduced to account for the extended time requirement to support the students virtually.
• Special Education teachers provide daily support for their student's synchronous and asynchronous instruction.
• Ongoing collaboration between Special Education and General Education support staff has been simplified by automating a feature in Aeries that allows the Special Education teacher to provide input assignments, reflections on virtual classroom observations, reminders and suggestions.
• Special Education teachers can offer suggestions on manipulatives and print materials that better align with the individual student's learning needs.
• All personnel are available to collaborate video videoconferencing to discuss goals, supports, accommodations, services and informal assessment measures.
• Any technological or instructional devices identified in the IEP is provided to the student.
• Weekly small group instruction is provided by the Special Education and Teaching staff.

• Students with Disabilities are encouraged to participate in the Career Technical Education offerings.

McKinney-Vento, Foster Youth and Low-Income Students

• Extended hours offered where appropriate for educational team meetings.
• Parent pick up allowed for National School Lunch Program.
• Seamless Summer Option utilized to provide nutritional support for any school aged child during the lunch service.
• Support with school supplies.
• Support with personal hygiene products.
• Targeted resource support with "Pull Up and Pick Up" events that support 500 local families. Event held at the Excelsior Corona-Norco site.
• Delivery of electronic devices or support materials as needed.
• Staff training on McKinney-Vento identification and supports.
• Website postings for local jobs.
• Targeted FAFSA/College application support for Foster Youth, McKinney-Vento and low-income families.

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.

No substantive differences exist between the description of the actions or services identified as contributing towards meeting the increased requirement and the actions implemented to the the increased requirement.

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.

A thorough analysis of the 2019/20 Local Control Accountability Plan (LCAP), performance outcomes and the necessity to create the Learning Continuity and Attendance Plan (LCP) due to the 2019/20 and 2020/21 Governor's Stay Home Order and all stakeholder responses highlighted a need to focus on the

CDE Academic Indicators. As such, the 2021-2024 LCAP prioritizes spending and actions to support English Language Arts, Math, College/Career Readiness and English Learner Progress.

The 2019/20 LCAP Goals:

1. College and Career Readiness indicators of "not prepared" level will decrease by 1% annually and move
into "prepared" and/or "approaching prepared" level.

2. Maintain a rate of less than or equal to 6% in the area of Chronic Absenteeism.

3. 80% of EL students will advance one grade level in a valid and reliable reading program.

4. Increase Graduation Rate by 3% annually.

5. To increase all student's Academic performance in ELA by a minimum of 5 points annually as measured

by the CAASP.

6. Increase the achievement of all students in math as measured on the CAASPP by 3 points annually.

7. Provide parents and students with adequate facilities to further support Excelsior Corona-Norco families.

Learning Continuity and Attendance Plan was mandated to support students via distance learning due to the Spring 2019/20 and 2020/21 California Governor's Stay Home Order. Students with special needs were able to receive in-person instruction during the Stay Home Order while the majority of students received instruction and support via distance learning. Excelsior Corona-Norco was allowed to transition students to on campus support as of April 2021. In order to not disrupt the academic support while also providing Social Emotional Learning (SEL) support, Excelsior Corona-Norco maintained the online academic supports for all grades while offering in-person SEL support on all campuses during the last 2 academic periods of the master schedule.

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.

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

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 School Corona-Norco	Dr. Derek King Superintendent	derekk@excelsior.com 760-245-4262

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

LEA Description:
Excelsior Corona-Norco is a LEA located in Riverside County that serves grades 7th through 12th. Excelsior Corona-Norco prides itself at expanding opportunities for students to prepare them to be successful adults. Our program's wide range of learning opportunities helps meet each student at their level and enhances each student's educational experience for them to not only meet but exceed their academic, and post-secondary goals.

Excelsior Corona-Norco's campus thrives on their partnerships with local community colleges to support students with dual enrollment. Beyond that, Excelsior Corona-Norco is proud to additionally hold CCAP Partnerships with both Chaffey Community College and Victorville Community College hosting together over 20 dual enrollment courses exclusively for Excelsior Corona-Norco Students. Not only will these students gain valuable skills to prepare them for college and career readiness through these partnerships, but they will also earn transferrable UC/CSU credits at no cost to the student or their family. Additionally, in line with providing equal access and opportunity to all, each student has access to tutoring, office hours, and registration assistance from both the partnering community college as well as Excelsior Corona-Norco to ensure student success.

Educational Team Meetings- Excelsior Corona-Norco works together to provide the best education for the student. Excelsior Corona-Norco offers a variety of methods for accomplishing this task. Students benefit most from having the entire family and school working together for the student's education. Educational Team meetings consist of the student, parent/guardian and the facilitator (teacher) and are held at a minimum of once per month, or more frequently based on individual student needs. The goals of these educational team meetings are to first and foremost establish a professional and meaningful relationship and rapport with the student and their family. Educational team meetings also consist of reviewing academic progress, goal setting, Personal Life Plan driven focus, and facilitation of resources for both academic and social emotional support.

Personal Life Plan (PLP)- Excelsior Corona-Norco's Mission is to prepare students to be successful adults. This mission drives our decisions, actions and overall culture. Excelsior Corona-Norco's PLP is what is developed and discussed at each educational team meeting. Goal setting, SAT/ACT support, internships, course alignment, dual enrollment support, career exploration and more can all be found in the development of a student's PLP. The planning and conversations such as these should not happen once or twice within a student's high school career; it should be the focus and their "why" Our goal within our PLP is that when students graduate from Excelsior Corona-Norco, they never have to ask themselves the questions "Now what?", they are prepared with the tools, resources, and plan to achieve their post-secondary endeavors.

Flexibility- Excelsior Corona-Norco's hybrid model allows students and families to tailor their education around the needs of each individual student. All students utilize the supported independent study through Excelsior's Learning Management System, Canvas. Student may also enroll into supplemental

support through workshops, or they may enroll in dual enrollment courses. This flexibility allows students and families to customize the support they need based off individual student academic and social emotional goals.

Our Learning Management System, Canvas, allows for collaboration with the student, parent/guardian, and credentialed teacher. Canvas is used by 114 of 116 community colleges in the state of California. This LMS has increased the frequency of quality feedback from our teachers to our students and families and has also enhanced our common assessments amongst the campuses to provide quality summative and formative data on the learning outcomes of our students.

Contextual factors that support learning:

Excelsior Corona-Norco maintains a 1 to 1 ratio of mobile devices for students. Our most vulnerable populations are also provided a hotspot to access our online curriculum, via Canvas.

Canvas is our learning management system which allows all students to engage in the curriculum through discussion threads, videos, projects, formative and summative assessments, daily interactions with credentialed teachers, and an enhanced library of supplemental resources.

Zoom has also become a contextual factor to support student learning and outcomes. Students have the ability to interact live with their teachers daily.

Aeries, our robust student information system streamlines student data for all stakeholders. Excelsior Corona-Norco staff, students and families all have access to view updated grades weekly, daily attendance, courses, academic plans, receive communication from the school site as well as access student records. Aeries is another crucial element to support learning for all students by allowing students families and staff to stay informed, communicate and collaborate on the student's achievement, academic progress, and goals.

Math Acceleration Support- To support our students performing below grade level in Mathematics, Excelsior utilizes small group tutoring, supplemental resources through STAR Math as well as grade level acceleration courses (Intro to Math 7, Intro to Math 8 and Intro to Algebra 1). All students are assessed using STAR Math at the beginning of the year to determine course placement and supplemental support as needed. Students are assessed throughout the schoolyear to determine growth, progress, and additional targeted intervention.

Reading Support- Students 2 or more grade levels below in reading as measured by their STAR Reading assessment are supported through our Reading Plus program. This robust program provides daily lessons to improve their vocabulary, fluency and reading comprehension. Additional support through reading labs are available for more targeted instructional support.

Lunch Program- Excelsior Corona-Norco provides all students both breakfast and lunch nutritional services.

PBIS- District wide implementation of PBIS. Excelsior Corona-Norco is currently in year 2 of implementation. Students have been supported through PBIS virtually during distance through a newly

adopted virtual point system called 5-Star Rewards. All campuses host quarterly rewards ceremonies to celebrate student achievement.

Instructional Aides- Excelsior Corona-Norco has hired additional Instructional aids to support our Special Education Population. These Aides have provided small group instruction and tutoring in the afternoons via zoom as well as attend zoom workshop classes to support both the students and teachers.

Social Emotional Support: Excelsior Corona-Norco has adopted the Social Emotional Learning curriculum, Character Strong. Professional development was provided to all staff on Social Emotional learning to prepare for students returning to campus. Excelsior Corona-Norco has also contracted counseling services with Tiny Eye which provides students with weekly virtual counseling as needed. Care Solace is also utilized to connect students, families, and staff to counseling services.

Educational Team Meetings: The Educational Team meetings are first and foremost designed to ensure that each student has a personal connection with an adult at the school. Effective teaching and learning occur only after a student feels safe, respected, and cared for. By assigning each student a facilitator, they have an educational advocate that supports their goals, progress, and post-secondary plans.

School:
Excelsior Corona-Norco uses a common curriculum and assessment model. Excelsior Corona-Norco operates using a hybrid delivery model comprised of on-campus workshops, distance learning, independent study, Career Technical Education and college courses.

Students:
All Excelsior Corona-Norco students are in grades 7th through 12th. 67% of Excelsior Corona-Norco students have some form of academic or credit deficiency prior to enrollment. Excelsior Corona-Norco students are a mix of general and special education students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and
local data.

Due to the 2020/2021 worldwide pandemic the most recently available California Dashboard data is from the 2019 school year. All identified successes are based on valid internal data; STAR Reading and STAR Math assessment data. During the 2020/21 school year the California Department of Education identified STAR Reading and STAR Math as reliable internal assessment measures. College/Career Readiness is determined through the analysis of CTE certifications completed by 12th grade students, the results of how many 12th grade students have completed or are on course to complete 2 or more college courses and the number of graduating students that have scored 3 or 4 on the ELA and Math CAASPP tests.

Math

ELA

College and Career Readiness

English Learner Progress

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data,
including any areas of low performance and significant performance gaps among student groups on Dashboard
indicators, and any steps taken to address those areas.

Due to the passage of AB 1505 California Charter School Renewal criteria has significantly changed. Renewal criteria are now aligned with the California School Dashboard and consider a broader range of school performance indicators than previous renewal criteria, school wide and for subgroups.

Excelsior Corona-Norco's most recent California Dashboard academic performance data (2019 school year) demonstrated a need to focus our teaching and learning, professional development and instructional technology efforts toward improving English, Math, College/Career Readiness and English Learner Progress.

Distance Learning Instructional Technology
The results of our local data (stakeholder feedback) also indicate a need to improve our instructional technology and teacher preparedness in order to offer all Math and English courses both in-person and via synchronous distance learning versus our traditional independent study offerings.

Increase Credentialed Teaching Staff
An analysis of our English and Math course offerings correlated with our appropriately credentialed student/teacher ratios also highlighted a need to increase the numbers of English, Math and Special Education credentialed staff. The focus of this change is to drastically reduce the teacher/student support ratios in order to provide increased instructional time and more robust feedback.

Realignment of Teaching and Learning Support Staff
Excelsior Corona-Norco's hybrid model includes classroom support, college course offerings, Career Technical Education and Independent Study. Beyond credential teachers supporting the classroom instruction Excelsior Corona-Norco utilizes a Facilitator to support the student's Personal Life Plan (PLP), school connectedness, family communication and overall learner advocacy.

Teaching and Learning Professional Development
Excelsior Corona-Norco's most recent academic performance in ELA and Math highlighted the need to

include personnel to focus on teaching and learning professional development. To encourage ELA and Math performance increases, Excelsior Corona-Norco has made the determination that it is necessary to add 2 Area Director Positions, an ELA Coach, Math Coach and Curriculum Specialist.

Social Emotional Learning Inclusion

The isolation related anxiety caused by the year long Stay Home Order highlighted the need to support our students and staff in their emotional health and self-care skills. Excelsior Corona-Norco will employ a emotional/healthcare support concierge service to aid our students, staff and families. Excelsior Corona-Norco will also include SEL professional develop to fully integrate mental health activities into our daily instruction.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key highlights of Excelsior Corona-Norco's LCAP is that the plan and related expenditures focus largely on the 4 California Dashboard Academic Indicators.

Goal 1:

Increase mathematics statewide average outcomes by 7 points for all student groups. To close the academic performance achievement gaps additional targets have been identified for the following subgroups:

1. African American subgroup will increase by 10 points.

2. English Learner students will increase by 10 points.

3. The special education student population math performance will increase by 10 points.

4. McKinney-Vento math student performance will increase by 20 points.

5. Foster Youth math performance will increase. (No Performance Data available for the most recent California Dashboard reporting period.)

Goal 1 of this LCAP is correlated with Mathematics Academic Performance Indicator on the California Dashboard.

Goal 2:

English Language Arts performance will increase by 7 points for all student groups. To close the academic performance achievement gaps amplified goals have been added for the following subgroups:

African American subgroup will by 10 points

EL students will increase by 10 points

SPED student population will increase by 10 points

Homeless student subgroup will increase by 20 points

Foster Youth student subgroup will increase by 10 points

Goal 2 is correlated with the ELA Academic Performance Indicator on the California Dashboard.

Goal 3:
The College Career Readiness in Prepared Level will increase by 6% annually for all students. The following targets have been identified to close the readiness achievement gaps for the underlying subgroups:

African American subgroup will increase Prepared Level by 6%

EL students will increase Prepared Level by 10%

SPED student population will increase Prepared Level by 10%

Foster Youth students (No Performance Data) - Will work towards meeting 6% Excelsior growth.

Homeless student subgroup will increase Prepared Level by 6%

Goal 3 is correlated with the College/Career Readiness Indicator on the California Dashboard.

Goal 4:
English Learner performance average to increase to a performance level of medium.

Excelsior Corona-Norco exceeds the state with 58.6% of our English Learner population making progress toward English Language proficiency. However, the state average performance is medium compared to Excelsior Corona-Norco's average performance being identified as low.

The additional goals are necessary to improve overall student outcomes.

Goal 5:
Increase teacher and administrator teaching and learning efficacy through professional development.

Teacher, Administrator and authorizer feedback along with Excelsior's necessity to improve our English Language Arts and Math CAASPP performance highlight a need to improve our teaching/learning, observation and feedback practices.

Goal 6:
Increase Social Emotional Learning support for students and staff.

The 2020/21 COVID-19 Pandemic Stay Home order highlighted a need to provide increased Social Emotional support. Stakeholder survey responses strongly suggested that the need for SEL was prevalent to counterbalance issues of isolation, depression, etc.

Goal 7:
Increase Career Technical Education offerings.

At present Excelsior Corona-Norco has a very robust Cybersecurity program. The California Career Technical Education matrix highlights a variety of sectors that the region has clearly established workforce readiness goals. To increase the number of students that are on pace to be workforce ready due to a Career Technical Education certification it is important to increase the number of CTE offerings.

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.

Excelsior Corona-Norco is NOT eligible for comprehensive support or improvement.

California uses the California School Dashboard (Dashboard) to determine school eligibility for CSI. School eligibility is based on the following two categories of schools:

Low graduation rate

High schools with a graduation rate less than 67 percent averaged over two years (Based on 2018 Dashboard)

High schools with a graduation rate less than 68 percent averaged over two years (Beginning with 2019 Dashboard; Adopted by the State Board of Education on September 11, 2019)

Not less than the lowest-performing five percent of Title I schools

Schools with all red indicators
Schools with all red but one indicator of another color
Schools with all red and orange indicators
Schools with five or more indicators where the majority are red

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the
LCAP.

To fully engage our stakeholders Excelsior Corona-Norco solicited and promoted stakeholder feedback and engagement through a series of site meetings, Zoom meetings, surveys, phone calls, public meetings, social media posts, parent and community notifications. Our intent was to fully understand our stakeholder needs in order to influence the academic and operational plans along with the associated budget planning.

Excelsior Corona-Norco's Staff strategic planning process was modified during the 2019/2020 and 2020/2021 school year due to the COVID-19 in-person restrictions. Staff, Parent, Student surveys were administered in March of 2020. A second survey was administered between May 2020 through the end of June 2020. A third survey was administered July 2020 through September 11, 2020. The school's website, Facilitation meetings, board meetings and social media platforms were used to solicit survey completion from all stakeholder groups.

Excelsior Corona-Norco public meetings were held on March 9, 2020, March 16, 2020, March 30, 2020,

April 7, 2020, April 28, 2020, May 4, 2020, May 11, 2020, June 8, 2020, June 15, 2020, August 17, 2020, August 24, 2020, September 7, 2020 and September 14, 2020. Excelsior Senior administration was present during each meeting to solicit input from students and parents.

Several modifications captured in this document were discussed at the Excelsior Corona-Norco public board meetings.

We at Excelsior Corona-Norco will retain many of our stakeholder engagement processes, future stakeholder engagement will be better integrated into professional development site visits, student fishbowl activities, parent townhalls, Socratic seminars, etc. The major elements of the Excelsior Corona-Norco Planning Process calendar will include opportunities to receive stakeholder feedback that will be captured and included in the development of this plan. Stakeholder engagement will include English Learner Advisory Councils, student advisory groups, and parent advisory groups. To facilitate the alignment of the LCAP, district level goals and site level actions a strategic plan is used.

A summary of the feedback provided by specific stakeholder groups.

Parents and Students
Parents and students both communicated the preference for Excelsior Corona-Norco to provide distance learning, live instruction over the previously offered Independent Study for core subjects.

Parents and students also communicated a preference to continue the usage of the Zoom platform for parent meetings, board meetings and Education Team meetings.

Parents and students communicated the preference for Excelsior Corona-Norco to add breakfast to the NSLP nutritional program.

Parents desired increased support to address student learning loss.

Excelsior Corona-Norco Staff
Excelsior Corona-Norco staff communicated the preference to lower the teacher/student ratios in order to provide better instruction and feedback.

Excelsior Corona-Norco staff communicated the preference to improve the distance learning teaching technology in order to better support our students that learn from home.

Excelsior Corona-Norco staff communicated the preference to separate the roles of Workshop Teacher and Facilitator.

Excelsior Corona-Norco staff communicated the preference to provide expanded opportunities for the Special Education credentialed staff to co-teach and train on qualifying conditions and instructional best practices.

Excelsior Corona-Norco staff communicated the request to have additional, ongoing English Learning support professional development to better support our English Learner population.

Community input was limited during the 2019/20 and 2020/21 school year beyond the feedback received from authorizer site visits. The feedback was overwhelmingly positive in all school functions. A suggestion was made to continue our teaching and learning professional development around the levels of questioning when checking for understanding during instruction.

Broader community feedback from surveys and social media indicated a need to provide additional learning loss support.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

This LCAP was directly influenced by student performance needs and stakeholder input. Stakeholder input influenced the following:

• Transition to DocuSign electronic document system for enrollment, IEPs and staff documents.
• Centralizing enrollments for all campuses.
• Garnering authorization for the Seamless Summer Option for the National School Lunch Program.
• Adoption of the "Eagles Nest" social-emotional virtual space.
• Telework accommodation availability for staff members.
• Purchase of new iPads and Chromebooks.
• Staff professional development on Using Zoom, virtual student engagement, Aeries communication.
• Renewal of Gaggle-virtual student and school safety solutions.
• Purchase of laptops for Counseling services
• Increase to weekly parent meetings.
• Translation of all communications in Spanish.
• Tiny Eye Counseling solutions contract.
• Purchase of hot spots for families with unreliable internet connectivity.
• Planned development of increased Moderate-Severe student instructional supports.
• Recalibration of Fulltime equivalent staffing model.
• Allowance of staff to request furniture check out to support at-home instructional delivery.
• Adding Area Director Positions to support Principal and Teacher professional development.
• Centralized mailing of report cards and parent notifications.
• Contract renewal with Revolution Foods and School Food Solutions to support National School Lunch Program.
• Adding Curriculum Coordinator position to Educational Services department.
• Professional Development on student and staff mental health first aid.
• ACSA professional development for all site administrators and select district level administrators.
• Purchase of classroom teaching technology that allows handsfree teacher tracking, immediate collaboration with distance learning students using a unified system.
• Administrator Professional Development on supporting Students with Disabilities via distance learning.
• Cohort messaging system to lessen person to person staff contact.
• Weekly staff Zoom meetings.
• Continuance of Career Technical Education and College Dual Enrollment
• Professional Development on Learning Acceleration versus remediation.

Goals and Actions

Goals

Goal #	Description
Goal 1	Increase mathematics statewide average outcomes by 7 points for all student groups. To close the academic performance achievement gaps additional targets have been identified for the following subgroups: 1. African American subgroup will by 10 points. 2. English Learner students will increase by 10 points. 3. The special education student population math performance will increase by 10 points. 4. McKinney-Vento math student performance will increase by 20 points. 5. Foster Youth math performance will increase. (No Performance Data available for the most recent California Dashboard reporting period.)

An explanation of why the LEA has developed this goal.

This goal was developed to increase the math readiness for Excelsior Corona-Norco students. Performance below the state averages in math created a necessity for this goal. To close the achievement gaps amplified goals were created to support the identified subgroups.

The most recent California Dashboard data shows Excelsior Charter School performance as 94 points below the standard. The state average is 33.5 points below the standard.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

The metric used to determine the outcome of this goal is the 7th, 8th and 11th Math performance scores on the CAASPP test. The internal metric that will be used to measure progress toward the goal during the academic year will be STAR Math as it is predictive and highly correlated to the CAASPP. Since the 2020/21 CAASPP test didn't take place, the most appropriate and pedagogically reliable metric is the most recent STAR assessment scores. Specifically the Percentile Rank from the Star Scaled Score Assessment data allows Excelsior Corona-Norco to measure individual and cohort student proficiency and growth.	The Student Growth Percentile within the STAR Assessment data allow Excelsior to establish a baseline to project performance at or above the student's statewide peer group.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	To Increase the mathematics statewide average outcomes by 7 points annually for all student groups. To close the academic performance achievement gaps additional targets will be identified for the subgroups listed above.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Use STAR Math Assessment as internal data metric.	Annually, STAR Math assessment will be administered to all students through the enrollment process and/or at their first appointment of the school year, and (three more times per year) to monitor student growth.	$8,828.00	Yes
Action #2	Professional Development on STAR Math analysis and required supports for student progress.	Training & Professional Development will be provided to math credentialed instructional staff on administration of the math placement assessment and assigning math intervention.	$2,250.00	Yes
Action #3	Analysis and response to STAR Math results	Analyze mathematic formative, summative, and benchmark assessment data to identify common areas of need to focus on.	$14,554.00	Yes
Action #4	Development of improved Math intervention course.	Develop math intervention and on-campus and (distance learning) math course availability for all student as part of the response to intervention.	$40,611.00	Yes
Action #5	Purchase new instructional technology to increase access to synchronous math instruction.	Hover pilot systems purchased to include the required professional development to allow our math teacher cohort to provide in-person and distance learning instruction to students that were historically independent study.	$24,200.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #6	Hire Math Coach to support improved math instruction	Increase staff member position to include a Math Coach to lead improvements in math instruction and feedback.	$6,700.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description

Goal 2	English Language Arts performance will increase by 7 points for all student groups. To close the academic performance achievement gaps amplified goals have been added for the following subgroups:

An explanation of why the LEA has developed this goal.

To increase the English Language Arts readiness for Excelsior's students. The most recent California Dashboard data shows Excelsior Corona-Norco performing 13.6% below the standard as compared to the State average of 2.5 points below the standard.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

The metric used to determine the outcome of this goal is the 7th, 8th and 11th ELA performance scores on the CAASPP test. The internal metric that will be used to measure progress toward the goal during the academic year will be STAR Reading as it is predictive and highly correlated to the CAASPP. Since the 2020/21 CAASPP test didn't take place, the most appropriate and pedagogically reliable metric is the most recent STAR assessment scores. Specifically the Percentile Rank from the Star Scaled Score Assessment data allows Excelsior to measure individual and cohort student proficiency and growth.	The baseline will be established by the initial STAR Assessment results.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Excelsior's average ELA outcomes to exceed the statewide average ELA outcomes.

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Administration of STAR Reading Assessment to use as benchmark and predictive indicator of student readiness.	Star Reading will be administered to all students 3 times annually prior to CAASPP testing.	$7,612.00	Yes
Action #2	Utilize Reading Plus program for ELA intervention.	Star Reading Assessment Data will be used to assign Reading Plus Intervention Program. All students scoring in levels 1 or 2 will be assigned to Reading Plus.	$7,400.00	Yes
Action #3	Professional Development on Star Reading and Reading Plus	All ELA instruction and support personnel will undergo Reading Plus and STAR Reading professional development to increase their ability to analyze the assessment results.	$1,200.00	Yes
Action #4	Develop Reading Labs on every campus for Reading Intervention.	Each campus will develop a Reading lab to increase the levels of additional support for students scoring in levels 1 or 2 on the STAR Reading Assessment.	$10,000.00	Yes
Action #5	Embed ELD Standards within ELA curriculum	Provide PD for ELA teachers on embedding ELD standards within lesson plans.	$6,400.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #6	Establish English Language Arts Professional Learning Community	A professional learning community comprised of ELA instruction and support personnel will focus on improving the following: Frequent check for understanding during instruction. Differentiating instruction to provide access for all students. Frequent Feedback & Grading. Embed DOK 1-4 in lessons & curriculum. Weekly grade sync. Effective back mapping of assessment into daily lessons. Analyze formative & summative data to inform lessons.	$2,300.00	Yes
Action #7	Hire ELA Coach	Excelsior will increase staff positions to include a ELA Coach to assist in improving English instruction and feedback.	$6,800.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 3	The College Career Readiness in Prepared Level will increase by 6% annually for all students. The following targets have been identified to close the readiness achievement gaps for the underlying subgroups: African American subgroup will increase Prepared Level by 6% EL students will increase Prepared Level by 10% SPED student population will increase Prepared Level by 10% Foster Youth students (No Performance Data) - Will work towards meeting 6% Excelsior growth. Homeless student subgroup will increase Prepared Level by 6%

While Excelsior Corona Norco has yet to have California Dashboard data we rely on internal metrics to establish our CCI goals by understanding the percentage of students that meet the criteria of "Prepared" as a senior class cohort. All actions associated with this goal are to exceed the state average for this academic indicator.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

The metrics used to measure our growth in this area are: 1. Students progressing toward the completion of two or more college classes. 2. 11th grade students that have scored a 3 or 4 on the CAASPP ELA and Math tests. 3. Number of students that have completed a CTE program certification.	The baseline used to determine this target is the state average of students identified as "Prepared" on the College/Career Readiness Indicator on the California Dashboard.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Excelsior's CCI average to exceed the statewide CCI average. Excelsior to offer additional CTE courses on all campuses and have community college pathways on every campus.

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Develop Career Technical Education pathway opportunities based on student interest and state approved programs and track completion for reporting purposes.	Student interest surveys will be used to establish Career Technical Education programs that are high student interest that also align with the regional priority and emerging Career Technical Education Pathways.	$7,200.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #2	Accurately collect data for dual enrollment.	Refine processes to capture student results for pupils that participate in concurrent enrollment courses.	$6,490.00	Yes
Action #3	Use grad check information to identify A-G completion and existing A-G gaps in academic plan..	Train redundant staff to review and analyze all transcripts for A-G tracking and restructure students class schedules to remedy any existing deficits.	$10,339.00	Yes
Action #4	Develop dual enrollment partnerships with local community colleges.	Ensure that all Excelsior campuses have dual enrollment agreements with local community colleges.	$6,350.00	Yes
Action #5	Provide enhanced focus for special populations to close the College/Career Readiness gap.	Provide Cohort Advisor for referrals: small group tutoring, peer to peer tutoring, College/Career Exploration opportunities, guest speakers, regional workshop for African American, Foster Youth, English Learner, McKinney-Vento and low income students in Riverside County to actively encourage student enrollment in local community colleges, and universities.	$14,305.00	Yes

Goal Analysis 2021-22

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

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 4	English Learner performance average to increase to a performance level of medium.

This goal was developed to improve the English Learner performance levels to increase the level of language-based access for Excelsior Corona-Norco's English Learner population. Excelsior Corona-Norco exceeds the state with 58.6% of our English Learner population making progress toward English Language proficiency. However, the state average performance is medium compared to Excelsior Corona-Norco's average performance being identified as low.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

The metric used will be the English Language Proficiency Assessments for California formative and summative results.	The most recent statewide ELPI average performance levels. The statewide average performance level of medium is the baseline.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Excelsior's English Language Proficiency to exceed the statewide progress with the average performance level being identified as medium or high.

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Ensure that 100% of EL students take the ELPAC assessment.	Encourage, incentivize and monitor that all English Learner students complete the ELPAC test.	$1,000.00	Yes
Action #2	Include ELPAC Standards in Math & English curriculum	Include ELPAC standards in Math and ELA. English Learner students should be able to practice and receive feedback on listening, speaking, reading and writing in all courses.	$9,785.00	Yes
Action #3	Professional Development on English Language Development teaching practices.	Increase teacher readiness through professional development that improves instruction and feedback necessary to increase an English Learners language acquisition.	$3,550.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #4	Develop an English Language Advisory Council	Provide parents, guardians, families, and other caretakers with an opportunity to discuss learner progress so that they can continue to support their children's language and cognitive development at home. Information received from the ELPAC will be used to enhance the levels of support provided to the EL students.	$6,500.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description

Goal 5	Increase teacher and administrator teaching and learning efficacy through professional development.

An explanation of why the LEA has developed this goal.

Teacher, Administrator and authorizer feedback along with Excelsior Corona-Norco's necessity to improve our English Language Arts and Math CAASPP performance highlight a need to improve our teaching/learning, observation and feedback practices.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The metric used to understand the effectiveness of the teaching and learning professional development will be the STAR Reading and STAR Math internal data. The CAASPP performance results will provide a summative measure of the effectiveness of the actions associated with this goal.	The baseline will be the initial formative assessment data as compared to the longitudinal data of the STAR assessments and CAASPP.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of Excelsior Corona classroom observations to indicate a strong presence of DOK levels 3-4 in the checking for understanding and curriculum as this correlates with increased improvement on the CAASPP.

Actions

Action # Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Provide teaching and learning professional development.	Teaching, administrator and teaching support staff will receive professional development on checking for understanding, engagement, classroom management and instruction and feedback via distance learning.	$7,500.00	Yes
Action #2	Provide professional development on classroom observation and feedback.	Administration will participate in professional development on conducting robust classroom observations that emphasis strong instructional practices and intervention.	$11,102.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 6	Increase Social Emotional Learning support for students and staff.

An explanation of why the LEA has developed this goal.

The 2020/21 COVID-19 Pandemic Stay Home order highlighted a need to provide increased Social Emotional support. Stakeholder survey responses strongly suggested that the need for SEL was prevalent to counterbalance issues of isolation, depression, etc.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Longitudinal data from student and staff surveys will be used to best understand if Excelsior Corona-Norco is providing sufficient SEL support. Calls for service related to Gaggle notifications, Crisis Team interventions, parent communications or wellness checks will also be used to determine the impact of the SEL interventions.	The baseline used will be the initial survey results as compared to the end of year survey results. Additionally, comparing beginning to end of year calls for service from Gaggle notifications, Crisis Team interventions, parent communications or wellness checks will be used.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A decrease in the calls for service from the previous year while continuing to increase the SEL and mental health support offerings.

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Provide professional development on Social Emotional Learning and Support	All staff will participate in SEL professional development.	$12,007.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #2	Utilize technology to monitor student communication.	Excelsior will employ technology that allows staff members to identify student communications that discuss self harm, harm to others, abuse, etc.	$7,225.00	Yes
Action #3	Utilize mental health concierge service	Excelsior will continue to use the CARE Solace platform to provide mental health supports for all students, staff, families and staff families.	$3,200.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 7	Increase Career Technical Education offerings.

At present Excelsior Corona-Norco has a very robust Cybersecurity program. The California Career Technical Education matrix highlights a variety of sectors that the Inland Empire region has clearly established workforce readiness goals. To increase the number of students that are on pace to be workforce ready due to a Career Technical Education certification it is important to increase the number of CTE offerings.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The number of CTE courses offered by Excelsior Corona-Norco.	Any increase beyond Cybersecurity will demonstrate an improvement in the Career Technical Education offerings.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A defined college pathway with Norco college with student participation that exceeds the statewide average.

Actions

Action #	Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Expand Cybersecurity offerings to grades 7th and 8th	A feeder program will be developed to allow younger students an opportunity to take an introductory course that prepares them for the Cybersecurity course offerings.	$7,560.00	Yes
Action #2	Increase Career Technical Education offerings.	Excelsior will develop and provide additional CTE course offerings.	$4,850.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0%	$0.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students
were considered first, and (2) how these actions are effective in meeting the goals for these students.

An ongoing self-evaluation included a specific administrator focus to determine how our most vulnerable students; McKinney-Vento, FosterYouth, English Learners, Students with Disabilities and Students with exceptional needs would be affected. When evaluating the entirety of our program we considered specific remedies to address the amplified needs of these special populations during the Stay Home order. To encourage full engagement and maintain academic continuity we kept these student groups in mind as we developed virtual instructional and wellness strategies. The need for increased professional development to build confidence and collective teacher efficacy when operating
solely in the virtual environment became apparent. Within the first week Zoom training via live instruction and recorded webinar sessions was provided for the entire teaching and support staff. During the same time period the Excelsior Corona-Norco Information Technology and Curriculum departments hosted daily support sessions to address technological issues and best understand how

their respective department operations needed to be modified to support site and central office staff remotely. In all discussions, special consideration was given to determine how the needs of the McKinney-Vento, Foster Youth, English Learners, Students with Disabilities and students with exceptional needs differed from the needs of the general student population. In order to avoid resource-based learning gaps it was determined that the needs of the students in our special populations would be met first. The identified needs were as follows:

- Hot spots for any family within our special populations that communicated a need via the survey, email or telephonic communication.
- Bilingual support staff to assist in virtual instruction.
- Ensuring that Bilingual Excelsior Facilitators were assigned to English Learner families.
- Increased translation services.
- Spanish specific support videos.
- Allowing parents to pick up meals for students by having the student ID number.
- Prioritizing our low-income families in our "Pull Up and Pick Up" Family Support event.
- Ensuring that Excelsior Corona-Norco Facilitators made frequent, live contact with our student in our special populations to explain available mental health, wellness, tutoring and nutritional resources.
- Ensuring that the "Hold Harmless" grading mandate was followed for all students, specifically newly enrolled McKinney-Vento, EL, FY, Students with Disabilities and low-income students.

A description of how services for foster youth, English learners, and low-income students are being increased or
improved by the percentage required.

The 100% distance learning mandate provided a unique opportunity for Excelsior Corona-Norco to reexamine our virtual delivery models, resources and frameworks. More specifically, our leadership adopted a focused mindset of understanding how we can best provide equity for our English Learners, Foster Youth and low-income students in the virtual space. A notable improvement to our processes that specifically benefit our most vulnerable student populations was to allow all returning students to maintain their assigned electronic devices over the summer months. Even prior to the availability of hot spots Excelsior Corona-Norco had taken the step to coordinate free internet access for low income families and for those that didn't meet the strict qualifications but had extenuating circumstances Excelsior covered the cost for the connectivity.

Family attendance at virtual site meetings increased for students in these special populations due to Excelsior resolving the connectivity issue and the elimination of the physical travel requirement. Tutoring and counseling services also have increased participation due to the strong correlation between having reliable internet, the reduced time commitment and elimination of the cost associated with traveling to the school site.

Language development and acquisition largely occurs with daily interaction for English Learners. A lack of confidence in the distance learning environment can easily translate into a pupil learning loss in English language proficiency for English Learners. Ongoing virtual spaces are being established to allow our English Learner students a safe space for online verbal and written interactions. In addition to English language development this will provide another opportunity for social interaction which is a

strategy to improve the social/emotional well-being of this student population. Excelsior Corona-Norco will continue our focus to support the needs of our most vulnerable student populations as part of our continuous improvement model.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Use STAR Math Assessment as internal data metric.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
1	2	Professional Development on STAR Math analysis and required supports for student progress.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All campuses	2021/22

1	3	Analysis and response to STAR Math results		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
1	4	Development of improved Math intervention course.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
1	5	Purchase new instructional technology to increase access to synchronous math instruction.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22

1	6	Hire Math Coach to support improved math instruction		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
2	1	Administration of STAR Reading Assessment to use as benchmark and predictive indicator of student readiness.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
2	2	Utilize Reading Plus program for ELA intervention.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22

2	3	Professional Development on Star Reading and Reading Plus		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
2	4	Develop Reading Labs on every campus for Reading Intervention.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
2	5	Embed ELD Standards within ELA curriculum		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22

2	6	Establish English Language Arts Professional Learning Community		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
2	7	Hire ELA Coach		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
3	1	Develop Career Technical Education pathway opportunities based on student interest and state approved programs and track completion for reporting purposes.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22

3	2	Accurately collect data for dual enrollment.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
3	3	Use grad check information to identify A-G completion and existing A-G gaps in academic plan..		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
3	4	Develop dual enrollment partnerships with local community colleges.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22

3	5	Provide enhanced focus for special populations to close the College/Career Readiness gap.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
4	1	Ensure that 100% of EL students take the ELPAC assessment.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
4	2	Include ELPAC Standards in Math & English curriculum		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	21/22

4	3	Professional Development on English Language Development teaching practices.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	21/22
4	4	Develop an English Language Advisory Council		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	21/22
5	1	Provide teaching and learning professional development.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22

5	2	Provide professional development on classroom observation and feedback.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All campuses	2021/22
6	1	Provide professional development on Social Emotional Learning and Support		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
6	2	Utilize technology to monitor student communication.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22

6	3	Utilize mental health concierge service		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
7	1	Expand Cybersecurity offerings to grades 7th and 8th		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	2021/22
7	2	Increase Career Technical Education offerings.		Yes	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All campuses	2021/22

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
59.31%			$5,376.00				
0%			$1,500.00				
96.19%			$13,789.00				
98.50%			$27,346.00				
53.71%			$12,400.00				
89.55%			$4,300.00				
91.96%			$5,412.00				
94.59%			$6,400.00				
0%			$1,200.00				
90.00%			$6,500.00				
93.75%			$5,400.00				
86.96%			$2,000.00				
100.00%			$5,800.00				
69.44%			$5,000.00				
98.61%			$6,490.00				
87.05%			$5,589.00				
94.49%			$5,600.00				
90.88%			$8,765.00				
25.00%			$1,000.00				
81.76%			$7,865.00				
95.77%			$1,550.00				
76.92%			$5,500.00				
93.33%			$3,500.00				
99.08%			$8,737.00				
8.33%			$5,487.00				
62.70%			$5,400.00				
0%			$3,200.00				

85.98%			$4,350.00				
82.47%			$4,300.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Use STAR Math Assessment as internal data metric.		$5,376.00	$3,217.00	$0.00	$235.00	$8,828.00
1	2	Professional Development on STAR Math analysis and required supports for student progress.		$1,500.00	$0.00	$0.00	$750.00	$2,250.00
1	3	Analysis and response to STAR Math results		$13,789.00	$0.00	$0.00	$765.00	$14,554.00
1	4	Development of improved Math intervention course.		$27,346.00	$12,500.00	$0.00	$765.00	$40,611.00

1	5	Purchase new instructional technology to increase access to synchronous math instruction.		$12,400.00	$11,400.00	$0.00	$400.00	$24,200.00
1	6	Hire Math Coach to support improved math instruction		$4,300.00	$2,000.00	$0.00	$400.00	$6,700.00
2	1	Administration of STAR Reading Assessment to use as benchmark and predictive indicator of student readiness.		$5,412.00	$1,000.00	$0.00	$1,200.00	$7,612.00
2	2	Utilize Reading Plus program for ELA intervention.		$6,400.00	$500.00	$0.00	$500.00	$7,400.00
2	3	Professional Development on Star Reading and Reading Plus		$1,200.00	$0.00	$0.00	$0.00	$1,200.00

2	4	Develop Reading Labs on every campus for Reading Intervention.		$6,500.00	$2,000.00	$0.00	$1,500.00	$10,000.00
2	5	Embed ELD Standards within ELA curriculum		$5,400.00	$500.00	$0.00	$500.00	$6,400.00
2	6	Establish English Language Arts Professional Learning Community		$2,000.00	$300.00	$0.00	$0.00	$2,300.00
2	7	Hire ELA Coach		$5,800.00	$500.00	$0.00	$500.00	$6,800.00
3	1	Develop Career Technical Education pathway opportunities based on student interest and state approved programs and track completion for reporting purposes.		$5,000.00	$1,700.00	$0.00	$500.00	$7,200.00

3	2	Accurately collect data for dual enrollment.		$6,490.00	$0.00	$0.00	$0.00	$6,490.00
3	3	Use grad check information to identify A-G completion and existing A-G gaps in academic plan..		$5,589.00	$1,750.00	$0.00	$3,000.00	$10,339.00
3	4	Develop dual enrollment partnerships with local community colleges.		$5,600.00	$500.00	$0.00	$250.00	$6,350.00
3	5	Provide enhanced focus for special populations to close the College/Career Readiness gap.		$8,765.00	$2,540.00	$0.00	$3,000.00	$14,305.00
4	1	Ensure that 100% of EL students take the ELPAC assessment.		$1,000.00	$0.00	$0.00	$0.00	$1,000.00

4	2	Include ELPAC Standards in Math & English curriculum		$7,865.00	$1,578.00	$0.00	$342.00	$9,785.00
4	3	Professional Development on English Language Development teaching practices.		$1,550.00	$1,000.00	$0.00	$1,000.00	$3,550.00
4	4	Develop an English Language Advisory Council		$5,500.00	$0.00	$0.00	$1,000.00	$6,500.00
5	1	Provide teaching and learning professional development.		$3,500.00	$3,500.00	$0.00	$500.00	$7,500.00
5	2	Provide professional development on classroom observation and feedback.		$8,737.00	$2,165.00	$0.00	$200.00	$11,102.00
6	1	Provide professional development on Social Emotional Learning and Support		$5,487.00	$5,320.00	$0.00	$1,200.00	$12,007.00

6	2	Utilize technology to monitor student communication.		$5,400.00	$1,825.00	$0.00	$0.00	$7,225.00
6	3	Utilize mental health concierge service		$3,200.00	$0.00	$0.00	$0.00	$3,200.00
7	1	Expand Cybersecurity offerings to grades 7th and 8th		$4,350.00	$3,210.00	$0.00	$0.00	$7,560.00
7	2	Increase Career Technical Education offerings.		$4,300.00	$550.00	$0.00	$0.00	$4,850.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$179,756.00	$59,555.00	$0.00	$18,507.00	$257,818.00

Total Personnel	Total Non-Personnel
$206,115.00	$51,703.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

1	1	Use STAR Math Assessment as internal data metric.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,376.00	$8,828.00
1	2	Professional Development on STAR Math analysis and required supports for student progress.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All campuses	$1,500.00	$2,250.00
1	3	Analysis and response to STAR Math results	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$13,789.00	$14,554.00

1	4	Development of improved Math intervention course.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$27,346.00	$40,611.00
1	5	Purchase new instructional technology to increase access to synchronous math instruction.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$12,400.00	$24,200.00
1	6	Hire Math Coach to support improved math instruction	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$4,300.00	$6,700.00

2	1	Administration of STAR Reading Assessment to use as benchmark and predictive indicator of student readiness.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,412.00	$7,612.00
2	2	Utilize Reading Plus program for ELA intervention.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$6,400.00	$7,400.00
2	3	Professional Development on Star Reading and Reading Plus	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$1,200.00	$1,200.00

2	4	Develop Reading Labs on every campus for Reading Intervention.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$6,500.00	$10,000.00
2	5	Embed ELD Standards within ELA curriculum	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,400.00	$6,400.00
2	6	Establish English Language Arts Professional Learning Community	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$2,000.00	$2,300.00

2	7	Hire ELA Coach	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,800.00	$6,800.00
3	1	Develop Career Technical Education pathway opportunities based on student interest and state approved programs and track completion for reporting purposes.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,000.00	$7,200.00
3	2	Accurately collect data for dual enrollment.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$6,490.00	$6,490.00

3	3	Use grad check information to identify A-G completion and existing A-G gaps in academic plan..	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,589.00	$10,339.00
3	4	Develop dual enrollment partnerships with local community colleges.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,600.00	$6,350.00
3	5	Provide enhanced focus for special populations to close the College/Career Readiness gap.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$8,765.00	$14,305.00

4	1	Ensure that 100% of EL students take the ELPAC assessment.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$1,000.00	$1,000.00
4	2	Include ELPAC Standards in Math & English curriculum	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$7,865.00	$9,785.00
4	3	Professional Development on English Language Development teaching practices.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$1,550.00	$3,550.00

4	4	Develop an English Language Advisory Council	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,500.00	$6,500.00
5	1	Provide teaching and learning professional development.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$3,500.00	$7,500.00
5	2	Provide professional development on classroom observation and feedback.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All campuses	$8,737.00	$11,102.00

6	1	Provide professional development on Social Emotional Learning and Support	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,487.00	$12,007.00
6	2	Utilize technology to monitor student communication.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$5,400.00	$7,225.00
6	3	Utilize mental health concierge service	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$3,200.00	$3,200.00

7	1	Expand Cybersecurity offerings to grades 7th and 8th	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All Campuses	$4,350.00	$7,560.00
7	2	Increase Career Technical Education offerings.	LEA-wide	African American, English Learners, Foster Youth, McKinney-Vento, Low Income, Special Education	All campuses	$4,300.00	$4,850.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$179,756.00	$257,818.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education. The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about

the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information - Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes - Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners,

and low-income students have led to improved performance for these students.

Reflections: Identified Need - Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights - Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement - An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

• **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

• **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

• **Monitoring and Evaluating Effectiveness**:Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school

personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>> •   a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>> •   b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>> •   c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in

accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- • d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- • e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP." Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote

transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to

identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:
- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the **"Measuring and Reporting Results"** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of

the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations* , Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

• Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action

or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

• Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

• Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

• Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:
Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:
For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students

were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rsate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing

to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

*Unduplicated Percentage > 55%:*For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:
School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:
Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions

are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local

governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**; Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the inpidual school or a

subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

•   **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

•   **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

•   **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

•   **Total Non-personnel**: This amount will be automatically calculated.

•   **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

•   **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

•   **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

•   **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

•   **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.