

## Annual Update

### LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 3

## Ensure that all students receive personalized supports to succeed

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]

STATE	1	2X	3X	4X	5X	6	7 X	8	X
COE	9	10							

Local Priorities: Parent Engagement, Local Climate Survey, Access to a Broad Course of Study

### Annual Measurable Outcomes:

Metrics/Indicators	Baseline	2017-18/ Actual	2018-19/ Actual	2019-20 Not available
Four-year (cohort) high school graduation rate for Hispanic students	90% (2015-16)	2% above baseline/ 90.8% <b>Not Met (91.8)</b>	4% above baseline/ Not available until summer	5% above baseline
Four-year (cohort) high school graduation rate for African American students	88.9% (2015-16)	90% <b>Not Met (90.69)</b>	92% Not available until summer	94%

% of EL students reclassified each year	21% (2015-16)	1% above baseline/ 4.4% <b>Not Met</b>	2% above baseline/ <b>33% MET</b>	3% above baseline
% of Latino students completing UC/CSU eligibility requirements (i.e., A-G completion)	24% (2015-16)	4% above baseline/ 42% <b>Met</b>	8% above baseline Not available until summer	12% above baseline
% of African American students completing UC/CSU eligibility requirements (i.e., A-G completion)	26% (2015-16)	4% above baseline/ 46% <b>Met</b>	8% above baseline Not available until summer	12% above baseline
% of 9 <sup>th</sup> grade students earning 55+ credits and successfully matriculating to 10 <sup>th</sup> grade	85% (2015-16)	2% above baseline/ 89.5% <b>Met</b>	4% above baseline Not available until summer	7% above baseline
% of students marked chronically absent school wide	7.3% (2015-16)	7.0% total 7.8% <b>Not Met</b>	6% total Not available until summer	5% total
% of African Americans students marked chronically absent	9.9% (2015-16)	9% total 4.3% <b>Met</b>	8% total Not available until summer	7% total

% of parents returning the survey that agree or strongly agree with the following statement: "The teachers at the school care about students' progress."	73.15% (Spring 2016)	1% above baseline 51.2% <b>Not Met</b>	2% above baseline Available in June after Survey closes	3% above baseline
% of Latino students that complete an AP class with a "C" or higher	94.4% (Spring 2016)	1% above baseline	1.5% above baseline Not available until summer	2% above baseline
% of African Americans that complete an AP class with a "C" or higher	88.9% (Spring 2016)	2% above baseline	3.5% above baseline Not available until summer	5% above baseline

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1 Reconstruct Intervention Coordinator**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reconstruct job description to include school wide intervention	Two Intervention Coordinators were implemented	46,055	46,975

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- Single role designated to two persons on team
  - Two Intervention Coordinators with period off and stipend

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on CAASPP data it was clear that students needed more support with regards to writing and preparing for the high stake's assessments. The two Intervention Coordinators headed up a school-wide writing program, Write to Learn and the school-wide approach to CAASPP. Students were given support all year to include anchor standards and vocabulary. Intervention Coordinators are also members of committees on campus: Instructional Cabinet and Language Appraisal Team. Additionally, Intervention Coordinators oversee lunchtime tutoring, Peer Educational Tutoring Service

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenses included, two periods and two stipends. It was budgeted correctly.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The job description was redesigned 2016-17 to include school wide intervention based on poor test results on the CAASPP. The scores did improve slightly in 2017-18 in both ELA and Math. We are hopeful the school-wide approach and extra support throughout the year will continue to have a positive result in the state assessment.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 2 Implement a Language Appraisal Team**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Team consisted of: Department Chairs, 4 Intervention Coordinators, Instructional Coaches, EL Coordinator and Administration.	Team met monthly. Through the sharing of best practices and research based ELD strategies, the school has the beginning of systems in place across the curriculum. ELD standards and a language objective was the focus.	\$0	\$0

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Language Appraisal Team, LAT, met monthly. The focus was to establish a system school wide to improve language fluency. Research based ELD strategies were shared, members were tasked with sharing the methods from the LAT meetings to their departments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

LAT members responded positively and shared many ELD strategies their departments were utilizing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference,

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our reclassification percentages have dropped for three years. Developing systems and school-wide professional developments along with language objectives is an effort to address this problem. We are excited from the positive feedback this school year. We expect our reclassification to triple this year.

Action **3 Aeries Analytics to provide data analytics**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
There was a point person to Inservice support staff on Aeries Analytics	The point person was consumed by another department and not replaced. Except for one counselor, this system was not utilized	\$8936	\$8936



## Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

Disaggregated data is needed for all subgroups to provide targeted intervention. Aeries Analytics was funded to achieve this outcome.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There was no point person to manage the data or provide professional development to the support staff; therefore, this system was paid for and not used except for one counselor. After a side by side comparison of this system and another one in the LCAP, we have decided to drop this action step and focus on Action Step 5, Student Relationship Management Dashboard. There are more advantages to this system for all stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Since the system was not utilized there are no outcomes. Metrics, or actions to achieve this goal as a result of this Action Step.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 4 Provide technology-based literacy intervention programs to assist underperforming students including computer tablets for Title I, foster youth and EL students**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide technology-based literacy intervention programs to assist underperforming students including computer tablets for Title I, foster youth and EL students	This year we went 1:1 Every student received a surface tablet	\$61,175	\$500,000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

ECR's Board approved the implementation of all students receiving Surface Tablets.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The school culture has shifted. Teacher's daily instruction now includes technology, and students are exposed to 21st century skills. In order to be compatible with colleges and universities, ECR has adopted the LMS platform Canvas. One to one laptop has allowed access to the online curriculum 24/7 and the parents have access as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Thirty percent of ECRCHS' population are considered low income and qualify for the National Food program. We budgeted for laptops for all students who fall into this area; however, ECRCHS' board approved one to one laptop for the entire student body. This changed the budget from \$61.175 to \$500,000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Becoming a one to one laptop school improves the Conditions of Learning, State Standards Priority 2 Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to Curriculum, and Instruction. We expect this standard will help close the achievement gap for the low-income students.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 5 Implement the Student Relationship Management (SRM) dashboard**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
As this system continues to be developed, the technology team has reached out to staff to pilot it.	Technology team has hosted several demonstrations to administration and support staff. Input from the various groups has been collected for further development.	\$36,335	\$15,620

## Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

Collaborated with teachers and leadership to assure platform framework design is scale-able for future goals and objectives. Aligned current dashboards specific to user needs and request. Compared compliance processes with current workflows to identify areas of possible automation, tracking, custom alerts and reporting.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Looking into the system design and the architecture of the build that is centered around user expectation and needs is what has allowed us to reach our goals and expectations. Teacher feedback accounted for most of this year's development to assure school vision alignment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the 1:1 every student gets a device initiative the Technology/Instructional team has been focused on a successful roll out by assuring adequate time was spent on professional development, in classroom support and network infrastructure. This has come at a cost, in that the rate at which development would have been completed is behind schedule. Next year's focus for the Tech/Instruction team will be the SRM implementation.

- SRM development expense for 2018-19: \$15,620
- \$10,000 of this 15K was from a Board Approved 1:1 parent portal to capture the warranty, acceptable use policy, and device distribution module in the SRM.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are required

**Actions**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 6** Expand intervention services during after school hours to students of all grades requiring additional support, including online courses, credit recovery, and targeted tutoring and study skills classes.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
After school additional support:  online courses, credit recovery, targeted tutoring and study skills classes.	After school additional support included:  online courses, credit recovery, targeted tutoring, math classes, and study skills classes.	\$58,701	\$76,750

## Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 3 is to ensure that all students receive personalized supports to succeed. Identified needs are:

- Closing existing achievement gaps
- Improving 9<sup>th</sup> grade transition to high school
- Expanding intervention services – during school and extended day – to students of all grades requiring additional support

In order to meet the needs the following extra supports have been implemented: Period 7 Study Skills class (EI students are identified first and offered the class), Algebra after school support classes have been implemented (9th graders are offered the class first), A-G online classes are offered throughout the year to all students who need to make up a class. Additionally, after school tutoring is offered in all math subjects 4 times a week for approximately 15 weeks each semester.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

400 hundred students have completed online classes, 54 students have been helped through after school math classes and tutoring, and 80 students have earned an extra five credits through the Study Skills class.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No additional changes have been made to this Action Step. According to credits earned, it has been successful and reaching a wide range of students.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor standardized curriculum for Summer Bridge Program and effectiveness for incoming 9 <sup>th</sup> graders.	Monitor standardized curriculum for Summer Bridge Program and effectiveness for incoming 9 <sup>th</sup> graders.	\$19,550	\$19,550



## Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

The identified need was to improve 9<sup>th</sup> grade transition to high school.

Students who were not allowed to participate in the graduation ceremony in middle school, due to behavior or grades, are the focus of the Summer Bridge program. These students are identified through the middle school counselors. El Camino's counseling staff calls home and enrolls them in the Summer Bridge program.

The Summer Bridge program curriculum is based on literacy and math skills needed to be successful in 9th grade classes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The program is well attended, and the students have an opportunity to front load valuable high school information and literacy skills.

We track this sub-group throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This Action Step will remain unchanged

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide diagnostic testing for incoming 9 <sup>th</sup> graders to aid in correct placement consistent with skill and ability level to support differentiation	Provide diagnostic testing for incoming 9 <sup>th</sup> graders to aid in correct placement consistent with skill and ability level to support differentiation	\$1530 Classified Salaries	\$751.95

## Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

In an effort to place incoming students into the appropriate level math course, each student was given a test to assess their ability/comprehension of the previous year's material. Students were given a specific date and time to come in and take the test. Once the test was administered and graded the information was distributed first to the counselor to ensure that the student was placed appropriately, then to the teacher. Teachers are then able to use this information to identify areas of instruction that need to be emphasized for both the class and individual students. If the students score low on the test but high enough to stay in the class, they are identified and given a 7th period class as support to ensure their success.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The testing proved to be successful in helping students as well as teachers. Students were scheduled into level appropriate classes and teachers were able to proactively lesson plan for topics that were identified as troublesome from the test results. Students who were identified as being low performing were scheduled a support class which increased the passing rate for those students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only one teacher was paid to implement test.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

UCLA diagnostic has been used in the past to evaluate student's math mastery. 2019-20 we will be utilizing NWEA's MAP assessment.

This assessment has shown to be linked to predicting SBAC scores and user friendly to inform instruction in the classroom.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to improve freshmen orientation process, support, and follow up.	Continue to improve freshmen orientation process, support, and follow up.	\$5,925	\$6.065 (Equipment \$1485.52 Counselor overtime: \$3200 Student Store Overtime, classified: \$540 You Can Reg ME : \$840)

## Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

Transition night was redesigned to provide attendees with more time to spend with specific school clubs, departments, and programs. Attendees began the night with an informational session in the big gym, providing them information and important dates. After the high-level overview was given, attendees were encouraged to visit Anderson Hall to meet with the various departments and programs that requested a booth/table.

In terms of outreach, all students that had been selected through lottery, and all incoming students considered residents were emailed an invitation. They also received a phone message. In addition, the event was posted on our social media, newsletters, and our parent groups circulated the night's information.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

A survey was given to all staff members that attended and manned a booth/table. Of the respondents, 53% rated the effectiveness of the event as a 5, and 47% rated it a 4 (scale of 1-5). Respondents appreciated the opportunity to meet with students and their families for a longer period of time. They also appreciated the opportunity to display their program information and student work through the booth/table. Respondents also commented on the large turnout.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The costs this year included Audio Visual equipment, Counselor overtime, Student store staff overtime, amount spent \$2225. We budgeted more than we needed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We changed from having one night to having 3 evenings. This smaller setting enabled students and parents to more efficiently get schedules, lockers, and PE clothes. Students also had time to take tours, find/try their lockers, and find their classes. Anecdotal feedback suggests that this was a very effective way to hold orientation. We will use the same format this year. The extra costs incurred were counselors and overtime for student store staff.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support Latino students with efforts to close the achievement gap and collaborate with other support programs while offering College and Career Readiness training which may include assemblies, field trips and guest speakers.	Funded a coordinator for one period to close the achievement gap and collaborate with other support programs while offering College and Career Readiness training which may include assemblies, field trips and guest speakers	\$20.400	\$11,535

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- Latino College expo Fall 2018- 50 students were taken to this college expo.
- ELAC- Small group meeting with parents that meet monthly to discuss college and community college routes.
- Cinco De Mayo Event
  - Two professional developments were given to parents involving FAFSA and access to Community College Resources.
- La Familia- This is a collective of Latino students who are given access to college field trips and information regarding A-G readiness and community colleges.
- The Latino Coordinator and the intervention Coordinator have systematically spoken to Senior Latino students to speak about La Promise/ California promise to discuss their plans post-high school.
- AP potential list are used to examining their schedules and encouraging them to take other AP Students
- Pulling out Latino/a seniors and assisting them with Community college planning
- Cultural relevant practices and professional development and bringing them into all departments and school-wide right to learn Professional developments.
- Meeting with West Valley Occupational Center and assessing the need of our seniors to various vocational schooling that could be made available to them.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Increased the overall awareness of both students and parents when it comes to college readiness and in particular the LA Promise program that grants the students one year of community college.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Coordinator was hired mid-year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support African American students with efforts to close the achievement gap and collaborate with other support programs while offering College and Career Readiness training which may include assemblies, field trips and guest speakers.	Funded a coordinator for one period to close the achievement gap and collaborate with other support programs while offering College and Career Readiness training which may include assemblies, field trips and guest speakers	\$20,400	\$22,080.91



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our Intervention coordinator has taken this subgroup to:

- HBCU Conference
- African American Museum
- National College Resources
- Black College Expo
- Pepperdine
- LMU

He also implements academic grade assemblies, parent groups, and assemblies with motivational speakers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our Intervention Coordinator has a high impact on this population. He sees students approximately 200 students annually through outreach and walk-ins. All support staff direct students to our Intervention coordinator due to the high impact he has on this subgroup.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

## Actions

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Foster Youth/Homeless outreach to parent/foster guardians and group home agencies with informational meetings, input, communications and relationship building to insure student support. Foster Youth/Homeless Coordinator will work collaboratively with counseling staff to provide AB 167/216/1806 transcript evaluation, course placement, advisement and support.	Continue Foster Youth/Homeless outreach to parent/foster guardians and group home agencies with informational meetings, input, communications and relationship building to insure student support. Foster Youth/Homeless Coordinator will work collaboratively with counseling staff to provide AB 167/216/1806 transcript evaluation, course placement, advisement and support.	\$1500	0

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Continue to build community relationships, work with LACOE and DCFS on various program and opportunities for Foster Youth/Homeless students. Ongoing collaboration with counseling staff and admissions office when students enroll or their status changes. Attend professional development to ensure understanding of new assembly bills/laws for Foster/Homeless Youth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the action/services seems to vary as the Homeless/Foster Youth Liaison is not always informed immediately when a student's status changes or when they enroll. Ongoing communication with the admission clerk is key. However, if the information is not immediately provided to the office, this could put a time restriction on the services offered/provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Homeless Liaison has not required overtime this year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize Student Success Team (SST) for struggling students.	Continue to utilize Student Success Team (SST) for struggling students.	0	0

## Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

The purpose of an SST meeting is to review a student's past and present performance, collaborating to identify strategies to help the student be more successful. The team may consist of the following members: parent(s)/guardian(s), the student, school administrator, counselor, teacher(s), school nurse, school psychologist, dean(s), and any others who may be significant in developing a complete picture of the student and his or her needs. SST meetings generally take approximately 30-45 minutes. The student's counselor is responsible for setting up the meeting and may be the person who initiated the meeting. Parents, teachers, psychologists, deans, or other stakeholders may also initiate an SST meeting by contacting the counselor. SST meetings have various results. Next steps are discussed in the meeting and implemented as soon as possible. Next steps may include SST accommodations, a 504 plan, schedule adjustments, study tips, tutoring, etc.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SST meetings are effective in looking into a student's individualized needs, as various stakeholders provide input/data and are involved. The actions and services provided to the struggling student are developed and agreed upon by the team members at the meeting. The actions and services are individualized based on the student's needs. Monitoring these students and their progress is important, as actions and services can be added or changed based on need.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No cost for SSTs

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This year counselors and administrators have worked together to formalize our SST and 504 processes, ensuring all forms and documentation procedures are in order. We are now utilizing Welligent to document 504 meetings and plans. We need to continue to improve follow-up measures to make sure our actions and services implemented after SST and 504 meetings are resulting in student success.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand AP Preparation to include skills-based AP Bridge program over the summer	Expanded AP Preparation to include skills-based AP Bridge program over the summer to four sections, two 9th and two 10th	\$6000	\$6000

## Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

- 3 sections of AP Readiness for incoming freshman offered summer 2018 and 1 section of AP Bridge offered for current students
- AP Readiness objectives for the three-week sessions include:
  - Students will be able to make a nuanced argument of a current events issue by synthesizing arguments from multiple sources.
  - Student will be able to write clearly and concisely by utilizing the skills of a precis.
  - Students will be able to develop their own IQ and utilize research skills and tools to present their findings.
- AP Bridge focus include:
  - Students will be able to write an effective essay
  - Answer multiple choice questions using a stimulus
  - Analyzing textbook text
  - Primary source readings and analysis utilizing 3 Levels of Questioning
  - Student will be able to write clearly and concisely by utilizing the skills of a precis.
  - Students will become familiar with the AP essay formats of a Long Essay and a DBQ (Document Based-Question)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Based on enrollment for the 2019-2020 academic year, most of the students enrolled in the AP Bridge and Readiness courses will be enrolled in at least one honors or AP course

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes, we would like to continue to expand this opportunity for students

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	\$245,000	June \$97,928.10 July \$227,241.35



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

1008 students attended summer school 2018. Students received information regarding summer school through their counselor and were able to sign-up.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

92% of the students enrolled in summer school passed their class with a D or better; therefore, earning 5 credits for each class.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More classes were offered than originally budgeted for.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Summer School is the best option for credit recovery, no changes are expected.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 16**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Refer targeted students to outside support programs.	Refer targeted students to outside support programs.	0	0

## Analysis--Support Staff

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Referrals are made through a variety of support staff.

Nurse has referred students and families to the following agencies:

- Clinics-Kennedy HS-818-271-2547
- Telefair-818-899-6113
- Columbus-818-702-1270
- Tarzana Treatment-818-342-5897
- Zelzah-818-654-1651
- Dr Rigg-818-709-5700 (on Saticoy)
- Home Schools-CAVA-866-339-6787
- City of Angeles-323-655-8946
- Carlson-(818) 509-8759
- OFL-
- Homeless-Healthycity.org
- 211/800-548-6047
- Family Rescue Center-(818) 884-7587
- San Fernando Valley Rescue Center-(818) 785-4476
- LA Family Housing-(818) 703-0385
- Glasses-Lenscrafters(Hometown Day/Bobbi))-818-3487700
- Lookmatic \$88.00 Lookmatic.com
- LAUSD vision therapy-Yvette Aparicio yxa2173@lausd.net
- Dental Care-oralhealthamerica.org
- Pet Team-800-854-7771
- Poison Control-800-222-1222

Our counselors and School Psychiatrist utilize the following resources:

- National Suicide Prevention Lifeline (800) 273-TALK
- Didi Hirsch Suicide Prevention Hotline (877) 727-4747
- Kahn Institute for Self-Injury (323) 547-6356
- Mara Bruckner, MFT (818) 620-5939
- Specialized in Spectrum Disorders
- 30497 Canwood St. 103

- Agoura Hills, CA 91301
- Cal-Fam Phillips Graduate Institute (Sliding Scale) (818) 386-5615
- 19900 Plummer St. Chatsworth, CA 91311
- Counseling
- Central Valley Youth & Family Center (818) 908-4990
- 14550 Sherman Way, Van Nuys, CA 91405
- Counseling West
- 6700 Fallbrook Ave. Suite 207, West hills, CA 91307 (818) 999-6164
- Darlene Cohn, Ph.D.
- Specialized in Teen Girls
- 6355 Topanga Cyn Blvd #305 Woodland Hills, CA 91367 (310) 209-4995
- [www.darlenecohnphd.com](http://www.darlenecohnphd.com)
- CSUN Community Counseling and Resource Institute (818) 677-2568
- Friends of The Family (818) 988-4430
- 15350 Sherman Way, Suite 140, Van Nuys, CA 91406
- Christopher Fulton, Ph.D. (818) 595-3000
- 5016 Parkway Calabasas Suite 220, Calabasas, CA 91302
- Our House (818) 592-4080
- Grief Counseling
- 22030 Clarendon St. Suite 101, Woodland Hills, CA
- Pepperdine University (Sliding Scale) (818) 501-1678
- 16830 Ventura Blvd, Suite 216, Encino, CA 91436
- Allison Ross, MFT (818) 223-8280
- Specialized in Eating Disorders
- 23123 Ventura Blvd, Woodland Hills, CA 91364
- Stirling Behavioral Health (818) 991-1063
- 31824 Village Center Road, Suite E. Westlake Village, CA 91361
- Matt Markis, D.O., Psychiatrist (818) 921-4300 ext 308
- 23622 Calabasas Rd Suite 320 Calabasas, CA 91302
- Child and Family Guidance Center (818) 739-5250
- 9650 Zelzah Ave
- 8550 Balboa Ave
- Debra Furie, LMFT (818) 878-0184
- Specialized in Teens
- Tarzana Treatment Center (888) 777-8565
- Locations: Tarzana, Reseda, and Woodland Hills
- School Mental Health: <http://achieve.lausd.net/Page/7249>

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our support staff is available and competent for our students. The outreach resources are effective and give families opportunities outside of school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A Psychiatric Social Worker was hired in May 2019 to expand the resources for our students in crisis.

**Actions**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 17**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide alternative school options, incorporating traditional and independent study programs during the traditional day schedule that allow students to make up credits taking into consideration emotional and maturity level of the student.	Provided alternative school options, incorporating traditional and independent study programs during the traditional day schedule that allow students to make up credits taking into consideration emotional and maturity level of the student.	\$779,000	\$685,586

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Students who are in need of a non-traditional setting or need credit recovery, are referred from the counseling staff. During the initial conference the needs of the student are discussed, and a personalized plan is developed. This action step includes a variety of support: credit recovery, Independent Study, and support classes for cores.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on course completion, this action is highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teacher rate was lower than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support to Latino and African American students taking AP courses, including, but not limited to parent outreach, academic support, and materials	AP teachers are offering 4 hours of after school review with a focus on AA and Latino students. AP Night with a focus on workshops for underrepresented students	\$5,100	\$1860



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

AP teachers offered 4 hours of after school review with a focus on African American and Latino students

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All the students enrolled in the teachers' classes attended the study sessions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We over budgeted

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

## Annual Update

### LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

#### Goal 4

#### Build parents' capacity as partners in supporting and monitoring their child's education progress

State and/or Local Priorities addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						

Local Priorities: Parent Engagement, Local Climate Survey

#### Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of parents/families logging on to the Aeries system to access student assessment information	46.89% (2016-17)	50% 55.7% <b>MET</b>	55% 56.8% <b>MET</b>	60%
% of parents/families in Back-to- School Night	N/A	50% 40% <b>Not Met</b>	55% 40% <b>Not Met</b>	60%

% of parents/families that complete an annual needs assessment and school climate survey	3% (2016)	12% above baseline 4% <b>Not Met</b>	22% above baseline 5% as of May 2019, will close June 8th	32% above baseline
% of parents/families agree or strongly agree that, "The school encourages me to participate in parent groups."	63.95% (2016)	66%	68% Available after June 8th	70%
% of parents/families agree or strongly agree that, "I feel welcome to participate at the school."	63.09% (2016)	72%	74% Available after June 8th	76%
% of parents/ families in school governance or advisory forums (e.g. SSC, ELAC, La Familia, The Village Nation, PTSA)	N/A	5% <b>Not Met</b>	8% <b>MET</b>	12%

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments	Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments	\$16,320	\$16,320

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

At the parent group night meetings, we have reviewed and helped parents access Aeries and showed them the multiple functions of Aeries, which include but not limited to attendance, gradebooks, A-G courses. At the beginning of the year we introduce the Aeries portal to our incoming new students at our New Students Nights and review the functions of Aeries. We help them signing into Aeries as well. We send home information to our returning parents to make sure they have the login information for the upcoming year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

2018-19 school year, 1933 parents logged into Aeries, which is approximately 56.8%.

Our goal was 55%, up from 55.7% 2017-18

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No Changes

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Present 1-2 school wide events that provide workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and community presentations to inform parents about the various resources available to ensure student success	Present 1-2 school wide events that provide workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and community presentations to inform parents about the various resources available to ensure student success]	\$7140	\$225.00

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Special Education held a variety of workshops and presentation for families this year.

They include:

- September 6, Back to School Night, parents and students were invited to "Meet Your Transition Teacher, an hour earlier. Packets were given and 1-1 introduction to Transition Teacher.
- March 14th, parents were sent an invite via email to a Transition Fair at Granada Hills Charter High School to explore post high school options and services. It was open to all charter high schools from 2-6pm.
- April 27, 9-12:30, through the Charter Operated programs/LAUSD, parents of IEP students were invited via email to Granada Hills Charter HS Transition Fair to explore options and services post-graduation.
- April 30th, period 3 and 4, Parents of IEPs were notified via email, but not invited due to parking during school hours, that their student/child are invited to attend ECR Transition meeting with Dept. of Vocational Rehabilitation speakers/case managers.

The Executive Director implemented monthly 'Coffee with the ED' for parents

The counseling office held a variety of workshops for families:

- 8/29/18 - "Mocktail" Happy Hour (Q and A w/ college counselors)
- 9/11/18 - Fall College Night
- 9/22/18 - Coffee and Bagels w/ College Counselors (Q/A)
- 10/2/18 - Financial Aid Night
- 10/16/18 - "Mocktail" Happy Hour (Q and A w/ college counselors)
- 11/10/18 - Coffee and Bagels w/ College Counselors (Q/A)
- 1/24/19 - "Mocktail" Happy Hour (Q and A w/ college counselors)
- 2/7/19 - AP Expo Night
- 2/9/19 - Coffee and Bagels w/ College Counselors (Q/A)
- 3/5/19 - Lower Classmen College Night
- 3/12/19 - Junior College Night
- 3/14/19 - "Mocktail" Happy Hour (Q and A w/ college counselors)
- 3/18/19 - Transition to High School Night
- 4/23/19 - Dual Enrollment Info Night
- 4/27/19 - Coffee and Bagels w/ College Counselors (Q/A)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The workshops and monthly meetings with the Executive Director have been well attended.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Over budgeted, the teachers donated their time for the evening workshops.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes



**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions.	Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions.	\$1,188	\$276 Cost of Survey Monkey

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The survey was sent it out on social media, the newsletter, and placed as a pop up on the website.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We are up to 159 responses, a 245% increase. A drastic improvement from last year, but still well short of the goal (20%, or roughly 600).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We went to a lower cost on Survey Monkey monthly subscription.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

2019-20 we will utilize Google Platform for no cost.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support parental involvement in various groups such as School Site Council, English Language Advisory Committee, and School Advisory Committee (SAC) Title I.	Continue to support parental involvement in various groups such as School Site Council, English Language Advisory Committee, and School Advisory Committee (SAC) Title I.	\$335	\$350

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continue to involve parents in the various committees on campus. Currently we have:

- Parent groups for the African American families and Latino Families that meet monthly
- EL or ELAC
- School Site Council
- Friends of ECR and PTO

There is continuous effort throughout the year to include our families in governance and to participate in improving student achievement. Phone trees are established for personal contact, weekly newsletter is emailed, mass phone calls to announce meetings and opportunities, along with information passed on through our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Since we have increased our parent participation in all of the above listed committees, it appears our efforts have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes, just continuous outreach to our families.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use African American and Latino student support programs as key partners to enhance parent/family linkages to school activities, programs, and services]	Use African American and Latino student support programs as key partners to enhance parent/family linkages to school activities, programs, and services	\$22,500	\$22,500

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Both Intervention Coordinators for the Latino and African American subgroups have developed parent groups which meet monthly. During these meetings, parents discuss current data, student achievement both at school and within neighboring districts. Both parent groups have sponsored community events at school on Saturdays. These events also include student achievement data but also include speakers, performers, cultural food and fun activities for the whole family.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although the Saturday events have not grossed the amount of families we hoped for, those that participated were very please.

Monthly meetings are well attended, and new families attend continuously.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes