

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

## Goal 1

**Ensure implementation of academic content standards for all core subjects as they are adopted**

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2, 4, 5]

Local Priorities: Access to a Broad Course of Study

## Annual Measurable Outcomes

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of grade 11 students scoring “Exceeded” and “Met” standard in ELA on SBAC	61% (2015-16)	Not Met - 59%. Target: 2% above baseline	Not Met 59.46% Target: 4% above baseline (Goal: 64%)	7% above baseline COVID 19 Cancelled testing

of grade 11 students scoring “Exceeded” and “Met” standard in Math on SBAC	40% (2015-16)	Not Met - 41%. 2% above baseline	Not Met 41.18%. 5% above baseline (Goal: 42%)	8% above baseline COVID 19 Cancelled testing
school-wide four-year cohort graduation rate	89.9% (2015-16)	90.4% in 2018. Not Met. Target: 95.0%	93.5% 4 year cohort not available yet One year from Aeries is 96%	≥95.0% Not available yet
four-year cohort dropout rate	7.3% (2015-16)	Target: 2.5%  Actual 5.7%	Target: 2.4%  Data still not available from CDE (5/20)	Target: 2.3%  Data available from CDE

<b>% of parents returning the annual survey agree or strongly agree that, “The school provides high quality instruction to my child”</b>	<b>76%</b>	<b>Not Met. 69.6% 1% above baseline</b>	<b>2% above baseline MET. 80% as of May 20th.</b>	<b>3% above baseline</b>
<b>% of 9th and 10th grade students on pace in the spring semester to earn a 3 or 4 on the SBAC in ELA (using NWEA MAP cut scores) **</b>	<b>N/A</b>	<b>N/A</b>	<b>55.8% - Baseline year</b>	<b>2% above baseline</b>
<b>% of 9th and 10th grade students on pace in the spring semester to earn a 3 or 4 on the SBAC in ELA (using NWEA MAP cut scores) in math **</b>	<b>N/A</b>	<b>N/A</b>	<b>43.1% - Baseline year</b>	<b>2% above baseline</b>
<b>% of teachers using of research based classroom strategies as evidenced by observations</b>	<b>N/A</b>	<b>N/A</b>	<b>Baseline year</b>	<b>5% above baseline</b>
<b># of school wide PD minutes dedicated to instruction</b>	<b>N/A</b>	<b>600</b>	<b>Met. 660 minutes. 11 late start CPD meetings. Target: 650</b>	<b>Target:700 800 Met</b>

# of common formative assessments given among all course alike	N/A	4 (on per quarter)	MET New Program: On pace (2 in the spring with revamped Write to Learn program)	4 (one per quarter)
% of academic courses adopt curriculum maps in order to support the development of intradepartmental common formative assessment	N/A	90%	95%  MET	100%

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide EL support to core academic teachers to help EL students' access CCSS and ELD standards	Provide EL support to core academic teachers to help EL students' access CCSS and ELD standards	\$34,257	\$4,215.06

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

The EL coordinator attended a series of trainings and worked with departments to support implementation of ELD standards.

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

The EL coordinator reclassified 30% of EL students and developed an Advanced ELD class for all EL students. Using this metric the program has achieved immense success. COVID 19 stopped remaining EL students to be tested and possibly reclassified.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to time constraints, there were no Common Planning Days, CPD, dedicated to this action step. The alternative was to have the Department Chairs, and Instructional Coaches who attend LAT meetings bring the EL information and literacy strategies to their departments. The money spent was on trainings for the EL coordinator.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Given the success achieved, there are no anticipated changes. Continued professional development within departments by the EL coordinator will continue.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training on analyzing and using both summative (namely SBAC) and formative assessment data including assessment resources and tools	Provide training on analyzing and using both summative (namely SBAC) and formative assessment data including assessment resources and tools	27,095	\$23,572.08

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

Teachers received some training on SBAC test administration and reviewed score data. Different academic departments have varying levels of comfort and expertise. When working in departments, it is essential to identify those faculty members that have a facility with data collection and basic analysis to assist the whole department. Meeting as a large group presents its own challenges. The staff attempted to circumvent these by making the presentations interactive, providing staff with access to the presentation, and engaging them during the process. This is part of a multiyear effort to embed MAP assessments and train the community on the benefits and usefulness of MAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Spent: \$23,572.08, Budgeted: \$27,095

This year, 2 after school faculty meetings were focused on SBAC data analysis, and only 2 CPS. \$1018.08 was spent in teacher OT for training on data analysis for their departments.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The desired outcome of this Action Step remains the same, however, it has been determined that faculty needs support in using the data from these assessments to drive instruction. For that reason, this year’s Action Step 9 was developed, as it will be helpful to have a designated Data Coordinator to help teachers analyze data to inform instruction.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encourage bi-annual faculty participation in subject/content area/instructional strategy conference where participants must document and share (report back) what was learned.	Encourage bi-annual faculty participation in subject/content area/instructional strategy conference where participants must document and share (report back) what was learned.	\$50,000	\$18,387

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

This Action Step was implemented according to plan. In addition to conferences attended by faculty, most of the departments held two retreats during the 19-20 academic year. Additionally, faculty members have been highly encouraged to attend training and share their takeaways with their departments. Participation has been strong but getting a wider swath of teachers to attend ongoing professional development and conferences continues to be a priority

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

All departments participated in at least one retreat and reported back what was learned. However, the guidelines for the retreats were very broad and departments had varying levels of productivity.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

Less teachers opted to travel to conferences. Perhaps because teachers were given the option of meeting during school time in a “Retreat” off campus at the North Campus.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This Action Step was edited to reflect more specific guidelines regarding the topics to be covered in these retreats, so that this Action Step effectively support Goal 1.

CAASPP scores have remained stagnant. English scores 59% in 2017-18 met or exceeded standards improved slightly to 59.46% in 2018-19. Math scores were 41% in 2017-18 and 41.18% in 2018-2019. More emphasis on research-based instruction was a WASC recommendation

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 95% faculty are fully credentialed and appropriately assigned.	Maintain 95% faculty are fully credentialed and appropriately assigned.	0	0

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

This Action Step was met

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

One hundred percent of faculty are credentialed and appropriately assigned

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Zero budgeted and zero actual expenditures

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This is an ongoing goal that will need to be addressed each year. Therefore, this Action Step will remain in this year’s LCAP

## Action 5

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
Maintain school facilities to promote optimal learning environment	Continuation of multi year plan to replace classroom furniture with learner centered, easy to manipulate furniture.	\$100,000	\$24,591.57

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

This action step was met. Over the past several years, the school has replaced old, “tablet arm-chairs” with group-oriented tables intended to support the move toward project based and student-centered learning. This past year several classrooms (7 in their entirety and parts of 5 others) and the guidance counselor’s offices were all refurbished. The guidance counselors were added since they are certificated staff and meet with students in their offices.

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

School facilities were maintained to promote an optimal environment. This action step has helped enable the shift toward student centered learning, a core tenet of the research on how people learn. Additionally, the collegiate feel of the classrooms helps raise expectations and respects both student and teacher by creating an environment dedicated to learning

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Typically, furniture is purchased towards the end of the school year so classroom disruption is to a minimum. With The current budget crisis looming, we did not put any new orders in after the March shut down.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This is an ongoing action step that will need to be addressed each year. Therefore, this will remain in the new LCAP

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary	Provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary	\$4,260	\$11,277 for one CPD \$31,450 for department retreats (cost of substitutes) Total: \$42,727

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

This Action Step was met. ECRCHS provided the collaboration time needed in the areas outlined. However, training in these areas was inconsistent and will need to be prioritized

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

We ensured that all faculty was given time and training to recognize the academic content standards in all core subjects and the need to correlate with CCSS, curricular maps, common assessments, and academic vocabulary. More consistent, focused training is needed for staff to be able to implement

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Administrations believed our faculty had been given enough time during the 2018-19 school year to cover this action step and perhaps some overtime might be needed to assist the new teachers. Department Chairs asked for one CPD and department retreats devoted to provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary. One CPD was scheduled for departments to collaborate on this action step, along with 2 retreats per departments. Not all departments had 2 retreats due to the COVID-19 shut down. Cost of one CPD is \$11,277, cost of 170 substitutes was \$31,450. ( English: 24 and 25 teachers for 2 retreats, Math: 17 teachers for 1 retreat, CCR/Health: 4 teachers, 1 retreat, Biology: 7 teachers, 2 retreats, World Language: 11 teachers, 1 retreat, Special Education: 15 teachers, 2 retreats, Social studies: 15 teachers, 2 retreats, AVID 15 teachers, 1 retreat

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Consistent professional development that targets CCSS, creation and implementation of curricular maps as well as CFA's will be employed to help us fully meet this goal. CAASPP scores are stagnant, with less than a 1% improvement over two years. WASC recommendation was to improve this area through PD's.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop, create, and maintain curricular maps by each department and ensure clear definition of this process so that all stakeholders begin to share the same vocabulary	Develop, create, and maintain curricular maps by each department and ensure clear definition of this process so that all stakeholders begin to share the same vocabulary	\$1,495	\$0 Combined with previous action step # 6.

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

Department Curriculum maps are in the development stage for some departments. Other departments (i.e., World Languages, Math, Science, and Business Tech) have fully developed curriculum maps that are updated and maintained each year.

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

Creation of curriculum maps in all departments ensured that academic content standards were addressed in all subjects. To be effective, curriculum maps need to be completed for all disciplines. Instruction must be monitored to ensure curriculum maps are implemented

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of this action step has been included in the previous one number 6.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

CAASPP scores are stagnant, with less than a 1% improvement over two years. WASC recommendation was to improve this area through Curricular Maps and a common vocabulary. This is an ongoing goal. Based on reflection, finite timetables need to be employed

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create common formative assessments in each academic course to measure student mastery of standards that embody CCSS focus on depth of knowledge (DOK) and priority standards	Create common formative assessments in each academic course to measure student mastery of standards that embody CCSS focus on depth of knowledge (DOK) and priority standards	\$1,495	\$0 Combined in Action Step 6

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

This Action Step is in progress. Some departments have common formative assessments that are being implemented regularly. Others are still in development stages.

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

Some departments have implemented CFA's and are using data to ensure academic content standards are adopted. To be effective, all departments must develop content- based CFA's and use them to drive instruction

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Combined with action step #6

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

CAASPP scores are stagnant, with less than a 1% improvement over two years. WASC recommendation was to improve this area through creating common formative assessments that measure mastery in order to improve CCSS.

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement the use of common rubrics to assess student work	Implement the use of common rubrics to assess student work	\$26,010	\$11,277

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

This Action Step was met. Rubric training was provided.

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

One CPD time was given to provide time and training in rubrics; however, while rubric training was provided, not all departments are using common rubrics when assessing student work

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year only one CPD was committed to rubrics, administration had believed there would be 2. This topic was covered during retreats instead.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

CAASPP scores are stagnant, with less than a 1% improvement over two years. WASC recommendation was to improve this area through creating common rubrics that measure mastery in order to improve CCSS

## Action 10

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
Implement PLC, or similar format, to ensure common planning time, and master schedule.	Ensure common planning time, and master schedule.	\$15,000	\$270,648.00 Covers all 24 CPD topics this year

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

Existing PLC-like groups met, such as departments, course-alike teachers, instructional cabinet, and committee during common planning days.

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

The biggest benefit of common planning days, CPD, was to create time for academic departments, SLCs (small learning communities), PLCs (professional learning communities), course alike groups, and various other groups to plan, train, and discuss a range of topics and concepts, many of which are laid out in other actions (including, but not limited to Action 2, 6, 8, and 9 in Goal Existing PLC-like groups do exist that work to ensure common planning time and master schedule

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expense covered one common planning day, the actuals combining all of the common planning days since most of the CPD's occurred in some form of group.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This Action Step was deemed no longer applicable to our school culture, and therefore was eliminated

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement systematic diagnostic assessment at multiple points throughout the school calendar (i.e. Fall, Winter, and Spring) to inform instruction using consistent data	Implement systematic diagnostic assessment at multiple points throughout the school calendar (i.e. Fall, Winter, and Spring) to inform instruction using consistent data	\$46,500	\$48,822.50

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

Use of diagnostic assessment data to inform instruction is achieved through the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) platform, which is implemented three times a year.

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

Using NWEA for testing allows ECR to create a personalized assessment experience that accurately measures student performance. MAP growth data was used to highlight instructional areas to allow teachers to differentiate instruction and pinpoint individual student needs. Counselors also used this data to aid in the programming process to find a better fit between student ability and course alignment. Intervention coordinators also used this data for timely interventions and targeted efforts

Although a plethora of data has been collected, faculty needs support in using the data from these assessments to drive instruction. For that reason, this year's Action Step 9 was developed, as it will be helpful to have a designated Data Coordinator to help teachers analyze data to inform instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The desired outcome of this Action Step remains the same, however, it has been determined that faculty needs support in using the data from these assessments to drive instruction. A designated Data Coordinator to help teachers analyze data to inform instruction has been put in the new LCAP. In order to improve data from the California Dashboard teachers must use student diagnostic data to inform instruction.

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training on current research based instructional practice and curriculum with resources, tools, and observation checks by administration, instructional coaches, and department chairs	Provide training on current research based instructional practice. Professional development speakers presented on culturally responsive instruction for a full day of instruction.  Resources, tools, and observation checks by administration, instructional coaches, and department chairs were implemented.	\$1,500	\$44,900 Howard Group \$17,500 Growing Educators \$27,400  2 full days plus vendor fees

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

This Action Step was met. ECRCHS provided opportunities for all teachers to receive research based instructional resources training, resources and tools for instruction. The Howard Group presented on culturally proficient pedagogy, examining unconscious bias, and creating trauma sensitive classroom

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

ECRCHS effectively provided the training, resources, tools, and observation checks, which is the first step towards the ultimate goal of faculty usage of those things

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional development was essential in these areas and therefore the decision to bring in outside groups was made.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

In order to ensure the implementation of research based instructional strategies that faculty has been trained on, it is important for the faculty to have a clear set of expectations. For this reason this year's Action Step 11 was developed.

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

## Goal 2

### Solidify a clear school-wide identity in terms of College & Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2, 4, 8

Local Priorities: Access a Broad Course of Study

## Annual Measurable Outcomes

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
# of PD minutes dedicated to college going culture and/or career exploration	N/A	120	Actual: 60 Not Met. Target: 150	180
% school-wide UC/CSU eligibility rate (i.e., A-G completion)	31.3% (2015-16) 41 % 2016-17	56.7% Met. Target: 45% Source CDE	44.79% Not Met Target: 49% Source: Aeries	52%  Not available yet

<b>% of students deemed “college ready” on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA</b>	<b>26% (2014-15)</b>	<b>4% above baseline 30% Met</b>	<b>6% above Baseline 10/19: Still waiting for Data</b>	<b>8% above baseline  Not Available yet</b>
<b>% of students enrolled in at least one AP course</b>	<b>22% (2014- 15)</b>	<b>4% above baseline</b>	<b>6% above Baseline (24%) 30% MET</b>	<b>8% above baseline</b>
<b># of students enrolled in higher level math (Alg II or above)</b>	<b>40.55% (2017-18)</b>	<b>40.55% Baseline</b>	<b>2% above baseline 37% Not Met</b>	<b>4% above baseline</b>
<b>% AP exams passed with a score of 3 or higher</b>	<b>71%</b>	<b>2% above baseline</b>	<b>4% above baseline 94.59% Met</b>	<b>6% above baseline Not available yet</b>

<b>% of students earning “C” or better in college prep ELA</b>	<b>78% (2014-15)</b>	<b>2% above baseline Met. 82.26%. 1831 students out of 2226</b>	<b>3% above baseline 76% Not Met</b>	<b>4% above baseline Won't be available until after June 5th</b>
<b>% of students earning “C” or better in college prep Math</b>	<b>56% (2014-15)</b>	<b>5% above baseline Met. 71.06%. 1569 students out of 2208.</b>	<b>8% above baseline 71% Met</b>	<b>11% above baseline Won't be available until after June 5th</b>
<b>% of students earning “C” or better in college prep Science</b>	<b>69% (2014-15)</b>	<b>3% above baseline Met. 77.97% 874 students out of 1121</b>	<b>5% above baseline 81% Met</b>	<b>7% above baseline Won't be available until after June 5th</b>

<b>% of students earning “C” or better in college prep Social Studies</b>	<b>80% (2014-15)</b>	<b>2% above baseline</b>	<b>3% above baseline 80% Met</b>	<b>4% above baseline Won't be available until after June 5th</b>
<b>% of students participating in at least one college visit and/or career-oriented field trip (by the end of 11<sup>th</sup> grade)</b>	<b>N/A</b>	<b>5% above baseline Met. 82.59% 1096 students out of 1327</b>	<b>10% above baseline</b>	<b>15% above baseline</b>
<b>% of African American students enrolled in an AP class</b>	<b>16.54%</b>	<b>2% above baseline</b>	<b>4% above baseline 5% Not Met</b>	<b>6% above baseline</b>
<b>% of Latino students enrolled in an AP class</b>	<b>21.59%</b>	<b>1% above baseline</b>	<b>2% above baseline 20% Not Met</b>	<b>3% above baseline</b>

<b>% of AVID students accepted to a 4-year program</b>	<b>N/A</b>	<b>2% above baseline</b>	<b>4% above baseline 59.1% MET</b>	<b>6% above baseline</b>
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## **Actions / Services**

### **Action 1**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration	<p>AP update for teachers teaching AP courses; recruited new AP teachers, sent to AP by the Sea</p> <p>Collaboration with colleges and universities grew with the College and Careers Access Pathway (CCAP) agreement</p> <p>-</p> <p>ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair.</p>	\$26,010	<p>\$44,900</p> <p>Howard Group \$17,500</p> <p>Growing Educators \$27,400</p>

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

A couple of CPD's were supposed to be utilized to provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a "college-going culture" and/or "career exploration. The amount of time allotted to this area should have increased to 180 minutes, compared to only 60 minutes last year. Instead, the counseling, college office and AP teachers attended conferences and used their knowledge to inform departments and families with the night events. This goal is a bit hard to measure and will most likely be changed for the upcoming LCAP. Collaboration with colleges and universities grew with the College and Careers Access Pathway (CCAP) agreement we signed with Pierce College. This partnership provides students the opportunity to earn both high school and college credit during the school day at ECR. 34 students began taking Dual Enrollment classes in the Fall of 2019, and upon completing the program graduates will have earned 26 UC/CSU transferable units. -ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair. This event was scheduled for mid-March with nearly 30 businesses/employers agreeing to attend, but was cancelled due to COVID-19.

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

Our UC/CSU eligibility has increased from 41% in 2016-2017 to 54.79% in 2018-19. This is an area we continue to work on. Counseling department staff provide professional development for ECR faculty reviewing A-G Requirements. In addition, A-G information has been disseminated out to students and families in a variety of ways including grade level assemblies and monthly parent group meetings. This is an area of focus in our school. We have many strategies put in place for this. Intervention coordinators, tutoring options, Math Support classes, direct parent contact when students are requesting to drop any A-G classes. Area to help improve: adding World History in 9th grade. The percent of students enrolled in at least one AP course has increased from 22% to 30%. This has been an area of success at ECR.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were for teacher training only, not 1-2 CPD which was planned during the writing of this LCAP in 2019. Professional development was essential in these areas and therefore the decision to bring in outside groups was made.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Although this improvement is slight, our focus has improved over time. We have not covered college and career readiness as much as we should. According to the metrics. The amount of time allotted to this area increased to 180 minutes this year, but last year we

had only had 60 minutes. With COVID 19 shut down this was not met. This goal is a bit hard to measure and will most likely be changed for upcoming LCAP.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand student access to AP classes (becoming more proactive about supporting more students regardless of level and increase the number of students in higher level classes)	Expand student access to AP classes (becoming more proactive about supporting more students regardless of level and increase the number of students in higher level classes)	\$6,120	\$0

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

This has been an area of success at ECR. School utilizing AP Potential list and hosting AP Expo night. We want to continue to use the PSAT scores to help identify more students who are eligible to take AP classes, especially our underrepresented students.

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

This has been an area of success at ECR. From 22%- 30% of students enrolled in at least one AP. ECR also has goals to increase the percent of the African-American population and the Latino population taking AP classes. There were small increases in this area over the last three years but is still a focus area for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No over time was needed for this action step.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The percentage of students enrolled in an AP class increased 8% from the 2014-15 school year. This can be attributed to the school hosting an AP expo night for the last two school years. All Stakeholders have the opportunity to learn more about the AP opportunities at our school. The college office has also utilized the AP Potential list that the College Board produces from the PSAT. ECR is also continuing to raise the number of African American and Latino students enrolled in AP classes. This percentage has slowly increased and will remain an area of focus.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enroll more students in higher level math classes (i.e. Algebra II or higher)	Enroll more students in higher level math classes (i.e. Algebra II or higher)	\$0	\$0

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

Math support classes shifted to being in a student’s schedule rather than after school. Area of focus for the master schedule. Added regular statistics for next year.

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

The number of students enrolled in a higher-level Math class has increased by 4%. This will continue to be an area of focus, and the creation of additional math course offerings for upperclassmen is proposed for the upcoming school year. Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No over time was needed for this action step.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Math tutoring options have expanded, adding before school tutoring. These efforts made by the math department have contributed to the 11% increase of students in earning a C or better in college prep math. Small increases here. Math department adding more tutoring resources and opportunities. We are hopeful this support will demonstrate improved data in the California School Dashboard with our 11th graders.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Plan collaboration with colleges and universities (upward articulation)	Plan collaboration with colleges and universities (upward articulation)	\$2550	\$0

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

Collaboration with colleges and universities grew with the College and Careers Access Pathway (CCAP) agreement we signed with Pierce College. This partnership provides students the opportunity to earn both high school and college credit during the school day at ECR.

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

34 students began taking Dual Enrollment classes in the Fall of 2019, and upon completing the program graduates will have earned 26 UC/CSU transferable units.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Assistant Principal Mr. Alba handled this articulation and therefore no overtime was spent.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

California Dashboard illustrates ECR’s need to improve in A-G and post college acceptance. Collaboration with colleges and universities will improve this data and prepare our students for four-year universities.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training to help teachers implement relevant, real world curricular connections for project-based learning	Project Lead the Way trainings for Introduction to Engineering Design and Principles of Biomedical Science - plus faculty to attend PLTW summit to learn about the program.	\$26,010	\$16,496.62

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

Project Lead the Way is the entity that provides the training and curriculum for engineering and biomedical courses.

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

Both courses are student centered and project based. The 2020-21 school year will increase classes to two engineering and two biomedical, due to increased student numbers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less money was spent on training than anticipated when this document was written in June 2019.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Student interest has doubled the program and administration is committed to developing this as part of the STEAM program.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement career pathway opportunities and staffing needs for additional career pathways	Implement career pathway opportunities and staffing needs for additional career pathways	\$18,575	\$0

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

ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair. This event was scheduled for mid-march with nearly 30 businesses/employers agreeing to attend, but was cancelled due to COVID-19.

Another career pathway opportunity is through the 9th grade College and Career Readiness class. Part of the curriculum includes a Junior Achievement program composed of 12 financial literacy lessons, which culminates in a hands-on budgeting simulation that is implemented at the JA Finance Park facility.

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

Past Career fairs have been well attended with student sign-ups well in advance. Due to the cancelled event effectiveness cannot be determined.

The JA program simulates “real world” experiences. Students have to make decisions regarding monthly budgets based on a pre-loaded scenario given to each student. Students recognize that decisions they make in education and careers will have an impact on potential income and quality of life.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any funding in this action step was combined with action step, 1

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Both events, Career Fair and JA finance program are effective in promoting career pathway opportunities. There are no intended changes to the action step.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Partner with community businesses and organizations to provide internships, mentorships, field trips, and project- based learning.	Partner with community businesses and organizations to provide internships, mentorships, field trips, and project- based learning.	\$18,562	\$5482.35

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

ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair. This event was scheduled for mid-March with nearly 30 businesses/employers agreeing to attend, but was cancelled due to COVID-19. In part, this was accomplished through Goal 2, Action 6. Additional opportunities for field trips (admissions fees, buses, etc.) were included in this action step. This does not include field trips for AVID (Goal 2, Action 14), La Familia (Goal 3, Action 10), and BSU (Goal 3, Action 11

As mentioned in the previous action step,

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

The intention of providing real world connections has been achieve

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only cost this year was on college field trips; career fair did not take place

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Roads to the Future has developed relationships with outside careers and the North Campus has a distinct and purposeful career focus. Each month a new career is focused with research and speakers. For the future, it will focus on field trips, project based learning, and possible internships

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, samples of exemplary work, etc. via Naviance)	College & Career classes for 9th graders implemented lessons designed to include career aspirations/goals, resume, samples of exemplary work, etc. via Naviance)	\$30, 172	\$21,142.17

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

This program has continued as in the past. The college counselors developed a scaffolded, 4-year program for implementing the Naviance program through the curriculum

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

Naviance has a long history at the school, with the college office leading the effort. Adoption across the curriculum has lagged as integration has not taken off. This year, graduating seniors are required to take an exit survey through the platform. A metric to measure adoption and usage among students could help to clarify the campus wide usage of the program. Naviance remains a useful tool, but the number of students currently using it, and to what extent, remains largely unknown

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of Naviance was a bit less than originally thought.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The college counseling office will use the native analytics tool to help identify school wide adoption rates.

## Action 9

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
Continue to fund 9th – 11th grade PSAT and monitor scores	Continue to fund 9th – 11th grade PSAT and monitor scores	\$36,300	\$32,611.00

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

In October 2019, all 9th, 10th, and 11th graders were administered the PSAT. Scores were uploaded to Aeries.

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

This program has continued for several years and has become an integral part of course selection from students as these scores populate the AP Potential list, a prime source of recruitment for AP courses

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A cost of PSAT for all grades 9th -11th

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Administering the PSAT will continue as planned for the past several years

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide counselors with a list of students identified by AP Potential, with a focus on Latino and African American students, to encourage them to take AP classes	Guidance counselors stayed late on Tuesdays throughout the school year. When counselors are not seeing families, they are tasked with ensuring students are on track to graduate, checking AP potential to ensure students are accessing AP courses.	\$7800	\$371.82

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

Counselors were tasked with performing this task in addition to meeting parents and students that signed up for the after-hours counseling session

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

Initially, counselors marked in an internal document the students with whom they had spoken. However, this system was a bit cumbersome. Looking at the number of African American and Latino students enrolled in AP courses – the school reports the percentage of African American and Latino students enrolled in an AP class – may prove more instructive

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Counselor extended hours have been divided among several action steps.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Improving our data on A-G and college entrance is a focus; therefore, consistent communications and education to our families is essential.

### Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Embed career readiness within existing support staff	Transitional Special Education coordinator took on the lead role on career readiness.	\$2000	\$0

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

ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair. This event was scheduled for mid-March with nearly 30 businesses/employers agreeing to attend, but was cancelled due to COVID-19.

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

The event was planned and ready to be implemented. COVID 19 cancelled the event.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Special Education Transition counselor takes the lead role in career readiness. Her time is included in action step 7.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This action step is essential for career readiness.

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enhance the rigor for the 9th grade year.	Enhance the rigor for the 9th grade year.	\$1500	\$4262.09

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

2018-19, courses were added to the 9th STEAM program, Introduction to Engineering and biomedical science.

In the 2019-20 school year, additional sections were added due to the increase in numbers in the STEAM program.

In the 2020-21 and 2021022 school years there will be a two year roll out to include World History in the 9th graders schedule.

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

The STEAM program has successfully incorporated the extra rigor in 9th grade, the next two years will determine if World History was a good addition to the 9th grade schedule.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

STEAM and PLTW conferences were accounted for in this action step instead of lumping all conferences in Goal 1 action step 3

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

While looking at our A-G data, it is clear we need to increase the rigor in 9th grade so students can fit the necessary college requirements over the four years of high school. Right now, the average 9th grader has 2 core classes while a 10th grader has 5.

No change in this goal.

### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue and expand current math support classes, with the possibility of adding support classes in ELA.	Continue and expand current math support classes, with the possibility of adding support classes in ELA	\$100,000	\$180,000

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

Sixteen Essential Support classes for both English and Math were added in the master schedule based on MAP scores. Students who were scoring below grade level were programmed into support classes. Math tutoring options have expanded, adding before school tutoring.

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

These efforts made by the math department have contributed to the 11% increase of students in earning a C or better in college prep math and support classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Sixteen support classes were needed based on MAP scores, more than was anticipated. The amount allocated is within the teachers regular schedule, only \$11,250 was spent on a period 7 overtime.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Math and ELA support classes have been successful in contributing to the 11% increase in students earning a “C” or higher in college prep math classes; therefore this action step has been highly effective.

### Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide support to the AVID program (including tutors, materials, trainings, dues for the program, and a coordinator position).	Continue support has been provided to the AVID program (including tutors, materials, trainings, dues for the program, and a coordinator position)	\$78,050	\$81,419.71

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

All resources for the AVID (Advancement Via Individual Determination) were accounted for via this action step

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

AVID is a unique program that includes more than just college admissions. Measuring it solely by the reductive measure of college acceptances fails to fully grasp its impact. A survey specific to the students at each grade level asking the same questions each year would help to quantify the impact of the program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of Action Step was \$81,419.71 including \$1419.71-conference, \$20,000-period out for coordinator, \$60,000 cost of college tutors. More money was spent on college tutors this year than was anticipated.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

AVID is a viable program at ECR and essential in providing under-represented communities in college preparatory.

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

## Goal 3

### Ensure that all students receive personalized supports to succeed

State and/or Local Priorities addressed by this goal:

STATE 3 4 5 7 8

COE 0 9 0 10

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

### Annual Measurable Outcomes Expected Annual Measurable Outcomes

Metrics/Indicator	Baseline	2017-18	2018-19	2019-20
Four-year (cohort) high school graduation rate for Hispanic students	90% (2015-16)	2% above baseline/ 90.8% Not Met (91.8)	4% above baseline/ One Yr. rate source: Aeries 95.22 Met	5% above Baseline  Not available until after June 5th

<b>Four-year (cohort) high school graduation rate for African American students</b>	<b>88.9% (2015-16)</b>	<b>90% Met (90.69)</b>	<b>92% 88.5% Not Met</b>	<b>94% Not available until after June 5th</b>
<b>% of EL students reclassified each year</b>	<b>21% (2015-16)</b>	<b>1% above baseline/ 4.4% Not Met</b>	<b>2% above baseline/ 42% MET</b>	<b>3% above baseline COVID 19 Stopped testing</b>
<b>% of Latino students completing UC/CSU eligibility requirements (i.e., A-G completion)</b>	<b>24% (2015-16) 37% (2016-17)</b>	<b>4% above baseline/ 46.6% Met</b>	<b>8% above baseline 46.03% Met</b>	<b>12% above baseline Not available until after June 5th</b>
<b>% of African American students completing UC/CSU eligibility requirements (i.e., A-G completion)</b>	<b>26% (2015-16) 35% (2016-17)</b>	<b>4% above baseline/ 52.2% Met</b>	<b>8% above baseline 51.06% Met</b>	<b>12% above baseline Not available until after June 5th</b>
<b>% of 9<sup>th</sup> grade students earning 55+ credits and successfully matriculating to 10<sup>th</sup> grade</b>	<b>85% (2015-16)</b>	<b>2% above baseline/ 89.5% Met</b>	<b>4% above baseline 87.53% Not Met</b>	<b>7% above baseline Not available until after June 5th</b>

<b>% of students marked chronically absent school wide</b>	<b>7.3% (2015-16)</b>	<b>7.0% total 12% Not Met</b>	<b>6% total 13.01% Not Met</b>	<b>5% total Not available until after June 5th</b>
<b>% of African Americans students marked chronically absent</b>	<b>9.9% (2015-16)</b>	<b>9% total 11% Not Met</b>	<b>8% total 8.7% Not Met</b>	<b>7% total Not available until after June 5th</b>
<b>Percent of parents returning the survey that agree or strongly agree with the following statement: “The teachers at the school care about students’ progress.”</b>	<b>73.15% (Spring 2016)</b>	<b>1% above baseline 51.2% Not Met</b>	<b>2% above baseline 55% Not Met</b>	<b>3% above baseline Not available until after June 5th</b>
<b>% of Latino students that complete an AP class with a “C” or higher</b>	<b>94.4% (Spring 2016)</b>	<b>1% above baseline</b>	<b>1.5% above baseline 92% Not Met</b>	<b>2% above baseline Not available until after June 5th</b>
<b>% of African Americans that complete an AP class with a “C” or higher</b>	<b>88.9% (Spring 2016)</b>	<b>2% above baseline</b>	<b>3.5% above baseline 100% Met</b>	<b>5% above baseline Not available until after June 5th</b>

# Actions / Services

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Restructure Intervention Coordinator position	Restructure Intervention Coordinator position	\$46,975	\$46,975

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

For the school year 2019-2020, there was only one Intervention Coordinator with 1 period out of the classroom and office hours after school on Tuesdays. Office hours were created for the Intervention Coordinator, the Latinx Coordinator, and the African American Coordinator, in order to provide more support to parents and students after school. Intervention also added a LGBTQ+ Coordinator, Bus pass initiative, and Essential English and Math Classes added to Master schedule.

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 access to academic support, family communication in A-G and college preparedness along with school wide support information. Students were given support all year to include all the extra support offered at ECR. The Intervention Coordinator is also a member of committees on campus: Instructional Cabinet and Language Appraisal Team.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

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 and 2018-19 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 assessments.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue a Language Appraisal Team	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	\$3000.00

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.

Part of the EL coordinator’s duties include running monthly LAT meetings. ECR EL coordinator receives \$1500 per semester.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Prior to revamping or EL Coordinator position, our reclassification percentages had dropped for three years. Developing systems and school-wide professional developments along with language objectives is an effort to address this problem, increasing reclassification from 4% to 6.6% in 2019. We were excited from the positive feedback this school year and expected our reclassification to triple. However, COVID 19 stopped all state testing, so no current data is available.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SRM to provide data analytics See Action Step 5	Rolled into Action Step 5	0	0

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Outreach to foster youth, and EL students to support technology usage and provide extra services Incoming 9th graders and new students will receive surface tablet	Outreach to foster youth, and EL students to support technology usage and provide extra services and Incoming 9th graders and new students will receive surface tablet	\$108,481.32-4 yr lease per year	\$500,000

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

ECR's Board approved the implementation of all students receiving 1:1 laptop. 2019-20 new students received laptops/tablets.

Also, outreach to foster youth, and EL students included, but not limited to tutoring, counseling, after school resources - i.e. technology mentorship; leveraging existing on campus groups such as POPS, PETS, La Familia, BSU, GSA, etc) to be coordinated by CP/non honors teacher

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

ECR deems this action step to be highly successful for our students. During the COVID 19 shut down, our school was prepared for distance learning and did not skip a beat unlike the surrounding schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our technology department was able to refurbish returned laptops from our graduating seniors so the number of laptops needed was reduced.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

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, low-income students and foster youth. We expect this standard will help close the achievement gap

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the Student Relationship Management (SRM) dashboard	Maintain the Student Relationship Management (SRM) dashboard	\$37,065	\$0

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

We started a pilot test but no money was spent since the business office had a few questions on how to move forward.

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

We started a pilot test but no money was spent since the BO had a few questions on how to move forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No money was spent due to the confusion with the business office.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

We are looking forward to moving forward with this action step. Collaboration with teachers and leadership to assure platform framework design is scale-able for future goals and objectives. It will align current dashboards specific to user needs and requests.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Held 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	\$77,000	\$49,808.55 (\$8995.00: Edgenuity online program, \$8500.00: Cyber High online program, \$32,313.55 teacher OT)

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

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. For the World Language Department, we have students from Spanish Honors Society doing lunch tutoring every day. We also have individual teachers doing lunch tutoring or make-up days for students to complete missed assignments.

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

Percentage of students receiving a “C” in the college prep class increased 11%, Summative exam pass rate for the after school online classes has been 89%. A total of 3469 summative exams have been given to date.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less money was spent on teacher overtime than last year.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

We are happy with the success of these after school supports and will continue it with no changes.

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor standardized curriculum for Summer Bridge Program and effectiveness for incoming 9th graders	Monitor standardized curriculum for Summer Bridge Program and effectiveness for incoming 9th graders	\$19,941	\$19,941

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.

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 by our Intervention Coordinator and call them in if more support is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of two teachers to teach the Summer Bridge Program.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Our stagnant CAASPP data demonstrates the need to improve literacy and math skills. Summer Bridge program is an effective program to front load literacy and make connections with our at-risk incoming 9th graders.

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide diagnostic testing for incoming 9th graders to aid in correct placement consistent with skill and ability level to support differentiation	Provide diagnostic testing for incoming 9th graders to aid in correct placement consistent with skill and ability level to support differentiation	\$1,565	\$2250

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

Over the summer we utilize NWEA MAP testing for math and English diagnostic exams for initial 9th grade. We use the diagnostic scores in combination transcripts to judge whether a student should be in CP or Honors level.

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

In order to improve literacy and numeracy we use this data to also determine if Essential Support classes are needed in their schedule for the upcoming semester. 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 plans for topics that were identified as troublesome from the test results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of assessing new students included 5 teachers, 6 hours a day at approximately \$75 an hour. This was slightly higher than the original anticipated cost because it took longer this year.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

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

## Action 9

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
Continue to improve freshmen orientation process, support, and follow up	Continue to improve freshmen orientation process, support, and follow up	\$6100	\$3600

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

We changed orientation from the morning to the evening and spread across three nights so that it would be easier for parents to participate. These nights are split up alphabetically and allow for the families to have a more personalized experience. We also

added multimedia capabilities (large screen rental, smart boards, PowerPoint presentations videos).

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

We believe it is more personalized and gives the families an overall impression of all that We have increased the number of clubs/groups that participate. The Parent groups are a more prominent presence at the event. Students can still see their counselor in the morning if there is something wrong with their schedule. By separating the orientation, students are more focused on orientation information.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less clerical overtime was needed than original anticipated

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

We have rebranded this as Welcome Week (encompassing orientation and seeing your counselor). At the beginning of school students have access to “help” videos (how to open your locker, what to do on the first day of school, how to get around campus). This action step will remain the same, the feedback has been very positive from the incoming new students.

## Action 10

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
Re-establish support program for Latino students to include College and Career Readiness training which may include assemblies, field	Established support program for Latino students to include College and Career Readiness training which may include assemblies, field	\$21,711.53	\$24,711.53

trips and guest speakers. Continue the club La Familia.	trips and guest speakers. Continue the club La Familia.		
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Describe the overall implementation of the actions/services to achieve the articulated goal.

The Latinx coordinator had a pull-out day for Seniors during the Spring semester 2020 to provide information and training regarding Community Colleges and the transfer process. The coordinators also meet with parents once a month to provide college and career readiness information.

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

Although it is too early to review data with regards to this action step implementation, the coordinators believe their relationships with the families have strengthened communication and academic goals for the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of this action step includes one period out of the classroom and a \$1500 stipend each semester. Last year a stipend was not included so therefore was not in the anticipated budgeted expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The Dashboard shows minimal gain in overall A-G data. With only a 4.7% gain over 3 years, there is much work to be done in this area. The percent of Latinos enrolled in one AP class is 20%. This is an area of focus.

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Re-establish support program for African American students to include College and Career Readiness training which may include assemblies, field trips and guest speakers. Continue the club La Familia.	Establish support program for African American students to include College and Career Readiness training which may include assemblies, field trips and guest speakers. Continue the parent group RISE.	\$22,080.91	\$1115.84

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

The African American coordinator had a pull-out day for Seniors during the Spring semester 2020 to provide information and training regarding Community Colleges and the transfer process. The coordinators also meet with parents once a month to provide college and career readiness information.

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

Although it is too early to review data with regards to this action step implementation, the coordinators believe their relationships with the families have strengthened communication and academic goals for the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year the coordinator for this subgroup was filled by a counselor; therefore, no period out of the classroom was needed. Instead of a stipend, the counselor was paid for after school overtime.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The Dashboard shows minimal gain in overall A-G data. With only a 4.7% gain over 3 years, there is much work to be done in this area. The percent of African Americans enrolled in one AP class is 5%. This is an area of focus.

## 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.	\$1500	\$37.00

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

The Foster Youth/Homeless outreach coordinator provides outreach to parent/foster and group homes with informational meetings, input, communications and relationship building to insure student support. This Coordinator works collaboratively with counseling staff to provide AB 167/216/1806 transcript evaluation, course placement, advisement and support.

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.

Liaison for this position has only asked for training reimbursement.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

No changes

### 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

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

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

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.

## Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AP Preparation to include skills-based AP Bridge program over the summer	AP Preparation to include skills-based AP Bridge program over the summer	\$6000	\$6000

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

Three sections of AP Readiness for incoming freshman offered summer 2019 and 2 section of AP Bridge offered for current 9th grade 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. ○ Students 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.

In 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.

Cost of two teachers teaching program in summer school

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

No changes, we would like to continue to expand this opportunity for students and increase underrepresented students in higher leveler core subjects.

### 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	330,000	June:\$143,622 July: \$185,598 Total: \$329,220.00

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-

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, earning 5 credits for each cla

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference, budgeted correctly

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Graduation rates have dropped slightly, therefore, Summer School is the best option for credit recovery, no changes are expected

## 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

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 Angels School (323) 655-8946 • Carlson-(818) 509-8759 • Homeless-Healthcity.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) 348-7700 • 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 • California Family Counseling, Phillips Graduate Institute (Sliding Scale) (818) 386-5615 19900 Plummer St. Chatsworth, CA

91311 • Central Valley Youth & Family Center (818) 908-4990 14550 Sherman Way, Van Nuys, CA 91405 • Counseling West (818) 999-6164 6700 Fallbrook Ave. Suite 207 West Hills, CA 91307 • Darlene Cohn, Ph.D. (310) 209-4995, [www.darlenecohnphd.com](http://www.darlenecohnphd.com) Specialized in Teen Girls 6355 Topanga Canyon Blvd #305 Woodland Hills, CA 91367 • 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 91367 • 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, Northridge, CA 91325 8550 Balboa Ave, Suite 150, Northridge, CA 91325 • 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

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

A Psychiatric Social Worker (PSW) was hired in May 2019 to expand the resources for our students in crisis three days a week. It will be five days a week in the Fall of 2020, with the possibility of adding a second PSW.

## 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	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	\$985,586	\$789,665.21

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/ credits attained, this action is highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers hired were new and at the bottom of the pay scale.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

In order to meet the needs of an array of students, many non-traditional options should be available. Successful completion of any class outside the traditional program helps with graduation and post graduate pathways. No changes are being considered for this action step.

### 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.	Provide support to Latino and African American students taking AP courses, including, but not limited to parent outreach, academic support, and materials.	\$5100	\$0

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.

Teachers did not claim overtime for working with the under-represented subgroups in AP classes.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

In order to increase the number of students in both subgroups, special attention must be given to support the academic rigor and develop a system of success. Although the number of students in both subgroups who enroll in an AP course are low, the percentage of those who enroll and pass with a C or better is very good; 92% for Latinos and 100% for African Americans. We attribute this to the extra support given.

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

## 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 3X 4 X 5 X 6 X 7X 8 X

COE 9 10

## Annual Measurable Outcomes

Expected Annual Measurable Outcomes

Metrics/Indicator	Baseline	2017-18	2018-19	2019-20
Percent of parents/families logging on to the Aeries system to access student assessment information	46.89% (2016-17)	50% 50% MET	55% 56.8% MET	60% 69.2% MET

<b>% of parents/families in Back-to-School Night</b>	<b>N/A</b>	<b>50%</b> <b>40%</b>  <b>Not Met</b>	<b>55%</b> <b>40%</b>  <b>Not Met</b>	<b>60%</b>
<b>% of parents/families that complete an annual needs assessment and school climate survey</b>	<b>3% (2016)</b>	<b>12% above baseline</b>	<b>22% above baseline</b> <b>6.3%</b> <b>159 responses</b>	<b>32% above baseline</b> <b>14.7%</b> <b>500 responses</b>
<b>% of parents/families agree or strongly agree that, “The school encourages me to participate in parent groups.”</b>	<b>63.95% (2016)</b>	<b>66%</b>	<b>68%</b> <b>58% agree</b> <b>22% neutral</b> <b>Not Met</b>	<b>70%</b>
<b>% of parents/families agree or strongly agree that, “I feel welcome to participate at the school.”</b>	<b>63.09% (2016)</b>	<b>72%</b>	<b>74%</b> <b>58% agree</b> <b>22% neutral</b> <b>Not Met</b> <b>Combined with above goal</b>	<b>76%</b>

<b>% of parents/ families in school governance or advisory forums (e.g. SSC, ELAC, La Familia, The Village Nation (2018 TVN was dropped and RISE is the advisory group), PTSA)</b>	<b>N/A</b>	<b>5%</b>  <b>Not met</b>	<b>8%</b>  <b>MET</b>	<b>12%</b>
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## **Actions / Services**

### **Action 1**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
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	\$16,650	\$27,224.50

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

This action step has been effective in increasing the number of parents utilizing the platform. The percentage of families logging onto Aeries has steadily increased over the last four years. From 2015-16 to 69.2% in 2019-20. For example, setting up Aeries training sessions for groups like Padres Latinos of ECR and Rice have been key aspects of the success. In addition, Padres Latinos translated the instructions for logging in into Aeries to Spanish, thus reaching those parents who are not fluent in English.

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

The school has been able to meet the benchmarks they have set. However, some planned actions require more follow up and additional steps to reach the goal of more parent participation. One way to get more parent participation in Aeries could be met by using webinars or tutorials to train those parents who are still struggling. In addition, the school can survey the socially economically disadvantaged parents to find out if they have the knowledge and if they have access to a computer and internet service. ECRCHS can engage this segment of the population by subsidizing or providing free internet service to these families

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Aeries 2019-20

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Families are key partners in the success of students and ECR will continue to provide platforms and opportunities to increase communication. This action step may include more avenues to increase and reinforce the Aeries portal as a tool for parent-teacher communication.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Present 2 school wide event that provides workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and	Present 2 school wide event that provides workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and	\$7,285	\$1470.52

community presentations to inform parents about the various resources available to ensure student success	community presentations to inform parents about the various resources available to ensure student success		
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Describe the overall implementation of the actions/services to achieve the articulated goal.

The school has created several school wide events with the goal of providing academic information on a variety of topics. For example, the two cultural fairs sponsored by Padres Latinos de ECR invited speakers to present topics like the importance of staying informed by logging into Aeries, The A-G requirements, School safety, motivational speakers talking about the college experience and tips to succeed once students have been accepted into the college of their preference.

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

In spite of the many opportunities the school has provided, the parent attendance to some of the events has been modest. We believe the school has made substantial efforts to engage parents through school wide events, However, all ECRCHS stakeholders need to become active participants in the road to encourage more parent engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Generally, workshops are held in the Spring semester, With COVID 19 shut down, less were hosted.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

As we continue to increase family engagement at ECR, workshops and weekend events are deemed essential and therefore, there will be no changes in this action step.

### 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	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	\$0	\$276.00

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

The survey was sent 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.

Although the participation percentage is still low, our efforts to increase parent input from families on school performance has increased over the last three years, from 3% in 2016 to 14.7 % in 2020.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of Survey Monkey instead of doing it from Google forms.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

ECRCHS is constantly trying to get valuable information through the yearly needs assessment survey that is made available to parents. The school’s commitment to get the parents vital feedback is key in allocating the necessary funds to every one of our academic programs. In addition, parents’ input also serves as a measure of their needs and concerns regarding a myriad of school

actions and decisions. Moving forward, it is imperative to find alternate ways to get this vital feedback from as many parents as possible, in order to better serve our student population.

#### 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	\$350	\$350

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

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

Our parent involvement has increased over time, although it is still low. 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference, money spent on refreshments during after school meetings

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

No changes, just continuous outreach to our families

## Action 6

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	\$0

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

La Familia and RISE are two of our most valuable groups representing two of our minority groups at ECRCHS. Their participation and volunteer work are visible through their constant involvement in school events. Also, the student leaders in these two groups constantly involve their parents in school matters and bring valuable information to their households. This vital information usually flows from the school to the house and vice-versa

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overtime for teachers to run weekend events has been accounted for in Goal 3 action step 11, 12.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This action step is vital in connecting with our families and no changes are anticipated.