

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title  | Email and Phone                   |
|-------------------------------------|---|-----------------------------------|
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## Plan Summary [LCAP Year]

### General Information

El Camino Real Charter High School (ECRCHS) serves approximately 3,550 students in grades 9-12. ECRCHS is located in the Woodland Hills section of the San Fernando Valley within the City of Los Angeles. ECRCHS serves all students who reside in the former attendance boundaries of the school who wish to attend. In the 2018-2019 school year, 44% of students entered ECRCHS through the lottery, and these students reside in 70 different zip codes. ECRCHS offers a comprehensive high school education with a range of levels, including special education, College Preparatory (CP), Honors, Advanced Placement (AP), and Intervention courses. We boast a diverse student body with the following racial breakdown: 25% White; 36% Hispanic/Latino; 25% Asian/Filipino/Pacific Islander; 2% African American; 3% Two or More Races; and 0.26% Native American (source: CDE Dataquest May 2019). Special Education students, comprising 9.34% of the student population, have access to special day class (SDC) and resource teachers. Additionally, we offer three small learning communities (SLCs), Humanitas, STEAM and Advancement Via Individual Determination (AVID). In the 2018-19 school year, ECRCHS offered 24 AP courses, as well as the aforementioned CP, and honors level classes. The school also offers a range of visual and performing arts options, technical arts (including graphic design and woodshop), two academies (Art and Design Academy and Careers in Entertainment Academy), and fields 23 Varsity sports teams.

In recent years, El Camino Real Charter High has prioritized the shift to Common Core Instruction in all classrooms and equitable access to instruction for all students. A number of initiatives have been implemented to support this major change in the schools culture including the use of Common Formative Assessments or CFAs in all departments to gauge students progress, development of Professional Learning Communities or PLCs, an Equity Advisory Committee to exchange ideas and information about inclusive practices, a co-teaching model with six (6) co-taught classes to benefit students with special services, as well as, an Intervention program for early identification of students in danger of failing.

This three year plan is the result of on-going conversations and meetings held with stakeholders as well as observations made by stakeholders during the COVID-19 pandemic. The goals stated herein are the targets that move us closer to our vision for the aforementioned priorities and the action steps show the intended implementation process for each. The pandemic has shown us that we are prepared technologically, well-equipped professionally, and modifying instruction reasonably, and developing culturally.

## Reflections: Successes

El Camino Real Charter High School has encountered a great deal of successes over the years. As it relates to the most recent data on the California Dashboard from 2019, the following are successes:

- Met Standards in Five areas. They are: 1) Basics: Teachers, Instructional Materials, & Facilities, 2) Implementation of Academic Standards, 3) Parent and Family Engagement, 4) Local Climate Survey, and 5) Access to a Broad Course of Study.
- Performed at the second highest level for Graduation Rate.
- Performed at third highest level for English Language Arts, Mathematics, and College/Career Readiness.

## Reflections: Identified Need

While there is much to celebrate, there are also areas that need improvement. The goals and action steps within this plan will help to address the needs, and they are:

- Second lowest level for our Suspension Rate. (This number has since improved)
- Students with disabilities scored in the lowest tiers of performance
- African American students and English learners scored in the bottom tiers of performance

## LCAP Highlights

The key features of this years LCAP are as follows:

- 1) Common Core focused (i.e., standards-based instruction in every classroom)
- 2) Assessment of and for student learning
- 3) Preparing students for college and/or careers
- 4) Equitable and Culturally Responsive Instruction
- 5) Addressing students' mental health and social emotional needs

## Stakeholder Engagement

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

The stakeholder process is always ongoing, whether formal or informal. El Camino Real Charter High School administrators and parent groups regularly meet throughout each school year to share and exchange ideas and information. Due to the COVID-19 pandemic, all meetings beginning August 2020 were held virtually using Microsoft Teams or GoToMeeting virtual conferencing platforms. The Assistant Principal for Curriculum and Instruction began meeting with stakeholder groups in March 2021. The Meetings Schedule is below:

### August 2020

SSC Meeting #1

Schoolwide Learning Continuity and Attendance Plan (LCP) input and review

Learning Continuity and Attendance Plan (LCP) survey sent to student body for input

### September 2020

SSC Meeting #2 Single Plan for Student Achievement (SPSA) input and review

LCP Approved at monthly board meeting

### October 2020

SSC Meeting #3 Title I funding update by Mr. Wood

Parent Advisory Committee (PAC) Meeting #1 to review/discuss SPSA

### November 2020

SSC Meeting #4

### December 2020

SSC Meeting #5

SPSA Approved at monthly board meeting

### January 2021

SSC Meeting #6

### February 2021

SSC Meeting #7

Administrator review of new LCAP terms/process

PAC Meeting #2 to review/discuss/input LCAP

Attended Virtual LCAP state-level meetings

### March 2021

## SSC Meeting #8

Met with Administrators to present the new LCAP process

Met with Parent Advisory Committee to review/discuss LCAP

## April 2021

SSC Meeting #9 to review/discuss/input LCAP

PAC Meeting #3 to review/discuss/input LCAP

ELAC Meeting #1 to review discuss/input LCAP

Padres Latinos Meeting #1 to review/discuss/input

LCAP Committee formed and held meeting #1

## May 2021

Administrator review/modifications of LCAP updates

SSC Meeting #10 to review/discuss/finalize LCAP

Weekly LCAP Committee meetings

Initial Board presentation of 2021-2024 LCAP, Annual Update, and Budget Overview draft

## A summary of the feedback provided by specific stakeholder groups.

Combined feedback from PAC, ELAC, SSC, LCAP Committee, Administrators, and Students is as follows:

### **Areas ECRCHS has improved:**

- 1) Translation of documents in multiple languages
- 2) Development of Programs and Initiatives to support mental health such as a new Wellness Center
- 3) School-to-Home Communication (includes communication between teachers and administrators to parents and vice versa)
- 4) Teachers have gone out of their way to support students during the pandemic
- 5) Posting of information for all stakeholders viewing
- 6) Support for high-risk learners

### **Areas ECRCHS still needs improvement:**

- 1) Development and/or Staffing of needed positions in a timely manner (e.g., marketing coord still vacant and positions specifically for unduplicated students)
- 2) Class sizes still too big; need to re-visit classrooms to replace the bungalows as the plan is already ready and hire additional staff

3) Some teachers are slow to provide feedback and grade work; need a universal policy

4) Some teachers do not contact parents; need a universal policy

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

All aspects of the LCAP were influenced by stakeholder input. Meetings were held with stakeholders beginning in March 2021 to discuss the new LCAP process and gather feedback.

# Goals and Actions

## Goal 1

| Goal # | Description   |
|--------|---|
| 1      | All students are provided a high quality education with equitable access to standards based instruction, innovative strategies and programs, and rigorous learning. |

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School's vision is to be highly regarded for its innovative teaching methods that empowers students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future. This goal encompasses every aspect of the school's vision in an effort to meet the needs of all students. The academic foundation we are laying includes the full implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and equitable instruction for all students.

## Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|---|----------------|----------------|----------------|--|
| Measurable Outcome for Action Step #1:<br>Purchase or Create an intervention curriculum to be used in all intervention classes | In progress - TBD<br>( to send # of intervention classes in fall) | TBD Year 1     | TBD Year 2     | TBD Year 3     | Standards-based alignment for all classes                                    |
| Measurable Outcome for Action Step #2:<br>Administer MAP assessment to incoming freshman throughout June and July 2021         | Summer 2021 - TBD   | TBD Year 1     | TBD Year 2     | TBD Year 3     | early awareness of student achievement levels in order to plan for each year |
| Measurable Outcome for Action Step #3:   | Departments provide data outlining                                | TBD Year 1     | TBD Year 2     | TBD Year 3     | Maintain the most current and beneficial                                     |

|  |  |            |            |            |   |
|--|--|------------|------------|------------|---|
| Consult with departments to provide differentiated standards-based instructional materials   | performance of all students as a result of new instructional materials.. |            |            |            | instructional materials for teachers annually   |
| Measurable Outcome for Action Step #4:<br>Hiring tutors to support core classrooms based on schoolwide data beginning with large class sizes and expanding over a two year period              | Approximately 20 classrooms in need of tutors                            | TBD Year 1 | TBD Year 2 | TBD Year 3 | Tutors will provide support for student learning in large classes to improve student achievement                    |
| Measurable Outcome for Action Step #5:<br>Quarterly disaggregated data will be submitted to administrative directors; also department meetings will be held to discuss progress and reteaching | Data will be used to identify subjects and students in need of support   | TBD Year 1 | TBD Year 2 | TBD Year 3 | Data will be used for reteaching, identification of strengths and weaknesses in individual classes and course alike |
| Measurable Outcome for Action Step #6:<br>Scheduled department retreats in order to share teaching practices   | Retreats will begin Fall 2021  | TBD Year 1 | TBD Year 2 | TBD Year 3 | Foster more department collaboration for vertical and horizontal planning   |
| Measurable Outcome for Action Step #7:<br>Scheduled of dates   | 0 held last year due to COVID 19 pandemic                                | TBD Year 1 | TBD Year 2 | TBD Year 3 | Ensure students are receiving most rigorous and relevant teaching   |

|   |   |            |            |            |  |
|---|---|------------|------------|------------|--|
| on which depts will work to meet outside of work hours  |   |            |            |            |  |
| Measurable Outcome for Action Step 8:<br>% of departments that reviewed and/or modified curriculum maps | 50% departments currently engage in this work | TBD Year 1 | TBD Year 2 | TBD Year 3 |  |

## Actions

| Action # | Title                              | Description   | Total Funds   | Contributing |
|----------|------------------------------------|---|---------------|--------------|
| 1        | Action 1: Targeted Intervention    | Provide timely intervention with a common curriculum in the form of support classes for targeted students   | \$10,000      | Y            |
| 2        | Action 2: Assessment of Learning   | Assess students at end of 2021 year or summer 2021 to notify parents where they are performing  | \$25,000      | Y            |
| 3        | Action 3: Instructional materials  | Standardize instructional materials for all subject areas.  | \$500,000     | Y            |
| 4        | Action 4: Teacher Support          | Increase in-class teacher support by hiring paraprofessionals and/or tutors beginning with core classes and high student populations with the intent to expand over two years.  | \$460,000     | Y            |
| 5        | Action 5: Common Assessment        | Use common assessments (formative, interim, summative) to gauge student progress.   | \$100,000     | Y            |
| 6        | Action 6: Department Planning Days | Departments or Course-Alikes must host bi-annual professional development retreats focused on curriculum maps, vertical alignment, data analysis, development/calibrating formative assessments and implementing research based instructional strategies. | \$75,000      | Y            |
| 7        | Action 7: Curriculum Map Review    | Departments will modify and adjust curriculum maps in order to meet the needs of all learners. Attention to vertical and horizontal alignment is integral to the successful implementation of the purchased/modified curriculum.                          | \$100,000     | Y            |
| 8        | Action 8: Hire Data Coordinator    | Data Coordinator will support Curriculum & Instruction to analyze school and grade level data with departments and individual teachers. Will also present data in professional development and board meetings   | \$130,000 (?) | Y            |

in conjunction with Administrative Directors.

## Goal Analysis [LCAP Year]

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

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Goal 2

| Goal # | Description  |
|--------|--|
| 2      | All students will graduate college and career ready as well as increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth |

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School places students' preparation for colleges/universities and/or careers of high importance. We recognize that not all students will attend college/university but we advocate that those who have a desire, should be well prepared to do so after leaving ECRCHS. Since preparation is the key, this goal increases the expectations of students to challenge themselves by taking rigorous courses, teachers to expose students to rigor and higher order thinking skills, and staff to create opportunities with few barriers that lead to the specific pathways students desire.

## Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|---|----------------|----------------|----------------|--|
| Measurable Outcome for Action Step #1: Create one to two CTE pathways.  | Currently ECR has CTE elective classes but does not have any CTE pathways.  | TBD Year 1     | TBD Year 2     | TBD Year 3     | Provide more post-secondary options for students who do not desire to attend college |
| Measurable Outcome for Action Step #2: Freshmen will have a minimum of three or more academic classes in their 9th grade schedules. | The year of 2020-2021 was the first year that we offered CP world history to our incoming 9th grade students, along with AP human geography and AP environmental science. | TBD Year 1     | TBD Year 2     | TBD Year 3     | Increased rigor and offering of higher level classes                                 |
| Measurable Outcome for Action Step #3: Increase A-G completion rate by 10% over three years   | The A-G completion rate for the class of 2020 was 55.9%   | TBD Year 1     | TBD Year 2     | TBD Year 3     | Increase support for those who desire college so that they are successful            |

|   |  |            |            |            |   |
|---|--|------------|------------|------------|---|
| Measurable Outcome for Action Step #4:<br>Increase dual enrollment and concurrent enrollment participation  | ECR currently has one junior cohort for dual enrollment and one senior cohort for dual enrollment.<br><br>Not currently tracking concurrent enrollment classes.                              | TBD Year 1 | TBD Year 2 | TBD Year 3 |   |
| Measurable Outcome for Action Step #5:<br>Increase enrollment of each subgroup (i.e.,FRMP, Latinx and African American students) in AP classes by 7% each | In the fall of 2020, the % of students enrolled in at least one or more AP class by subgroup:<br><br>25% of African American Students<br>27% of Latin X students<br><br>XX% of FRMP students | TBD Year 1 | TBD Year 2 | TBD Year 3 | Increase outreach and interactions with subgroups (and parents) so they are aware of ECR AP offerings and the support provided to help them be successful |
| Measurable Outcome Provide 1-2 college and career focused PD trainings for the staff per school year.   | In the year 2020-2021, there were 0 college and career focused PDs offered to the staff.   | TBD Year 1 | TBD Year 2 | TBD Year 3 | Collaborate with staff to increase awareness of college/career options  |
| Measurable Outcome for Action Step #7:<br><br>Increase # of students who earn the seal of biliteracy by 15%.  | 132 students earned the seal of biliteracy in 2021   | TBD Year 1 | TBD Year 2 | TBD Year 3 | An opportunity to earn a distinction upon graduating with support from teachers and staff   |
| Measurable Outcome for Action Step #8:<br>Continue to fund the PSAT for the 9th-11th grade students.  | ECR has funded the PSAT for 9th-11th graders.  | TBD Year 1 | TBD Year 2 | TBD Year 3 | Cover the cost to all students so that PSAT testing is accessible to all students   |
| Measurable Outcome  | In the year 2019-  | TBD Year 1 | TBD Year 2 | TBD Year 3 | Be available to   |

|   |   |            |            |            |  |
|---|---|------------|------------|------------|--|
| for Action Step #9: Quarterly after hour events hosted by counselors and weekly extended hours to meet with counselors. | 2020, counselors offered weekly extended hours but were not able to do so in the year 2020-2021 due to COVID. |            |            |            | parents and students after general work hours to answer questions and increase contact     |
| Measurable Outcome for Action Step #10: Increase to at least 9 academic counselors.                                     | ECR currently has 7 academic counselors with an average caseload of about 480 students.                       | TBD Year 1 | TBD Year 2 | TBD Year 3 | Lower counselor caseload thereby allowing counselors the opportunity for more one on ones. |

## Actions

| Action # | Title  | Description  | Total Funds                        | Contributing |
|----------|--|--|------------------------------------|--------------|
| 1        | Action 1: Develop CTE curricula                    | Develop our CTE course pathway curriculums aligned to CTE standards to support students who are career minded  | \$25,000                           | Y            |
| 2        | Action 2: Increase Rigor                           | Enhance the rigor for the 9th grade year. (including, but not limited to the addition of a college preparatory science, world history, or world language course)   | \$50,000                           | Y            |
| 3        | Action 3: Prioritize A-G Completion rate           | Increase A-G completion rate for all students with special attention to our subgroups.   | \$40,000                           | Y            |
| 4        | Action 4: Increase college/university partnerships | Increase collaboration with colleges and universities by increasing the number of students enrolled in our dual enrollment program and concurrent enrollment classes.  | \$0 (included in materials budget) | N            |
| 5        | Action 5: Expand AP services                       | Expand student support, access, and equity to AP classes, identified by AP potential, focusing on the most vulnerable student populations.   | \$31,000                           | Y            |
| 6        | Action 6: Professional Development                 | Provide meaningful, relevant, and up-to-date training and professional development to promote a college-going culture and/or career exploration to help teachers, counselors, and administrators understand the college admissions landscape | \$84,000                           | Y            |

|    |   |   |           |   |
|----|---|---|-----------|---|
| 7  | Action 7: Biliteracy                      | Continue and increase number of students who qualify for the state Seal of Biliteracy   | \$0       | N |
| 8  | Action 8: PSAT Funding                    | Continue to fund the PSAT for 9th-11th grade students.  | \$40,000  | Y |
| 9  | Action 9: After-hours Counseling Services | Provide more after hours services for families to attend informational meetings regarding A-G, college admissions and other college topics. | \$10,000  | Y |
| 10 | Action 10: Hire two new counselors        | Increase access to counselors by hiring two new counselors.   | \$260,000 | Y |

## Goal Analysis [LCAP Year]

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

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

### Goal 3

| Goal # | Description  |
|--------|--|
| 3      | Provide a safe, more inclusive, and culturally competent learning environment through targeted efforts that support students of color, students experiencing opportunity gaps and LGBTQ+ students. |

An explanation of why the LEA has developed this goal.

Here at El Camino Real Charter High School, we want to more adequately promote safe spaces where students can speak openly and explore assumptions about issues related to race, class, culture, gender, religion, etc. Further, we want our staff to learn and implement strategies for creating classrooms that are culturally inviting to all. We want underrepresented groups to feel empowered and encourage a celebratory approach to culture and history.

### Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|---|----------------|----------------|----------------|--|
| Measurable Outcome for Action Step 1:<br><br>Create a calendar for equity professional development for staff | In progress 50%                                       | TBD Year 1     | TBD Year 2     | TBD Year 3     | Consistent and on-going professional development that create more awareness of interactions and sensitivity to diverse communities |
| Measurable Outcome for Action Step2:<br>Monthly social-emotional events calendar                             | Create community and staff events promoting wellness  | TBD Year 1     | TBD Year 2     | TBD Year 3     | Workshops and events that improve mental health for staff and students   |
| Measurable Outcome for Action Step 3:<br><br>Increase awareness of parent groups and                         | Identification of at risk students and their parents. | TBD Year 1     | TBD Year 2     | TBD Year 3     | Consistent communication between parents and school to increase student achievement.   |

facilitates communication among all stakeholders via ECR communication platforms

## Actions

| Action # | Title                            | Description   | Total Funds | Contributing |
|----------|----------------------------------|---|-------------|--------------|
| 1        | Equity Training                  | Offer ongoing equity based training and professional development in culturally responsive teaching to all staff.  | \$20,000    | Y            |
| 2        | Cultural Workshops & Experiences | Provide culturally based motivational workshops, learning experiences, field trips, and assemblies, or clinics utilizing in-house and outside professionals to meet social emotional needs of learners and staff. | \$25,000    | Y            |
| 3        | Underserved Parent Groups        | Maintain active status of parent and student groups that represent students experiencing opportunity gaps.  | \$ 0        | Y            |

## Goal Analysis [LCAP Year]

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

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

## Goal 4

| Goal # | Description   |
|--------|---|
| 4      | All parents of the school community will have increased, authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making. |

An explanation of why the LEA has developed this goal.

We believe that better communication amongst the school community serves to increase academic achievement overall. Parents as partners is a concept we want to live by at El Camino Real Charter High School. Research shows that parent involvement improves student academic achievement as well their motivation to succeed. The school, as well, is an integral part of this process and therefore must create steps to improve opportunities for stakeholders to communicate and participate through feedback, surveys, meetings, and events that build a community of support.

## Measuring and Reporting Results

| Metric   | Baseline                           | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|------------------------------------|----------------|----------------|----------------|---|
| Measurable Outcome for Action Step 1:<br><br>Meeting logs; newsletter and website postings             | Attendance at current meeting      | TBD Year 1     | TBD Year 2     | TBD Year 3     | Keep parents regularly informed of school initiatives, events, decisions, meetings, academics, athletics, etc |
| Measurable Outcome for Action Step 2:<br><br>Planned meeting dates with Instructional Cabinet; Agendas | Committee of 7 is currently formed | TBD Year 1     | TBD Year 2     | TBD Year 3     | Allow teacher leaders an opportunity to hear directly from parents as it relates to instruction               |

|  |   |            |            |            |   |
|--|---|------------|------------|------------|---|
|  |   |            |            |            |   |
| Measurable Outcome for Action Step 3: Use of current communication systems to send parent notifications via text   | 0% parents receiving text messaging communications from ECRCHS      | TBD Year 1 | TBD Year 2 | TBD Year 3 | 100% of parents receiving text messaging communications       |
| Measurable Outcome for Action Step 4: School creates a "How to sign up for Canvas?" Loom video placed on homepage  | 28%parents signed up for Canvas Account (get actual number)         | TBD Year 1 | TBD Year 2 | TBD Year 3 | 100% of parents are signed up for a Canvas account            |
| Measurable Outcome for Action Step 5: Hiring of Social Media/Outreach/Marketing position   | Position not currently filled; 0% toward goal attainment            | TBD Year 1 | TBD Year 2 | TBD Year 3 | 1 marketing coordinator is hired; 100% filled                 |
| Measurable Outcome for Action Step 6:<br><br>All enrolled parents for 2021-2022 will be prompted to create, update, and verify Aeries account during Welcome Week and other events | Increase in number of parents reporting being able to access Aeries | TBD Year 1 | TBD Year 2 | TBD Year 3 | Easily access students grades and other pertinent information |

## Actions

| Action # | Title               | Description  | Total Funds | Contributing |
|----------|---------------------|--|-------------|--------------|
| 1        | Chat with Directors | Continue hosting Chat with the Directors on a biweekly basis | \$ 2500     | Y            |

|   |                               |   |          |   |
|---|-------------------------------|---|----------|---|
| 2 | Parent Group collaboration    | Invite parent groups to some Instructional Cabinet meetings to share pertinent information and build school-home relationships        | \$ 0     | N |
| 3 | School to Home Communications | Provide text messaging and other types of communications for parents and staff.   | \$15,000 | Y |
| 4 | Canvas Parent Signup          | Increase parent engagement and education on Canvas/Canvas app.  | \$0      | N |
| 5 | Marketing Initiatives         | To promote ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media. | \$90,000 | Y |
| 6 | Aeries Parent Connection      | Increase parent usage and presence on Aeries in order to improve interaction.   | \$0      | N |

## Goal Analysis [LCAP Year]

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

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

# Goal 5

| Goal # | Description  |
|--------|--|
| 5      | Provide specific support to meet social- emotional, mental health, and physical needs of all students. |

An explanation of why the LEA has developed this goal.

[Respond here]

## Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|----------------|----------------|----------------|---|
| Measurable Outcome for Action Step 1:<br>Onboarding of new PSW   | 0% position is currently unfilled                 | TBD Year 1     | TBD Year 2     | TBD Year 3     | Provide on-site mental health services and support for students                               |
| Measurable Outcome for Action Step 2:<br>Onboarding of MSW Intern through the school mental health MOU             | 0% currently no interns                           | TBD Year 1     | TBD Year 2     | TBD Year 3     | need to delete as the district is no longer allowing this...                                  |
| Measurable Outcome for Action Step 3:<br>Daily and weekly support services will be offered in the wellness center. | T-30 has been designated for the wellness center. | TBD Year 1     | TBD Year 2     | TBD Year 3     | Privacy and a safe space for students and staff to receive mental health support and services |
| Measurable Outcome for Action Step 4:<br>Identification of   | Students have been identified by the PSW.         | TBD Year 1     | TBD Year 2     | TBD Year 3     |   |

students and Training schedule

|                                       |  |            |            |            |  |
|---------------------------------------|--|------------|------------|------------|--|
| Measurable Outcome for Action Step 5: | New initiative; all teachers and staff will attend (appcx 175) | TBD Year 1 | TBD Year 2 | TBD Year 3 | Expose staff to training that will allow them to effectively support student behaviors |
|---------------------------------------|--|------------|------------|------------|--|

## Actions

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1        | Increased Mental Health Support               | Add a second Psychiatric Social Worker (PSW) to provide increased mental health support on campus  | \$138,000   | Y            |
| 2        | Graduate Interns to support Mental Health     | Graduate level mental health interns working towards their MSW and/or PPS credential will support the PSW by meeting the social emotional and mental health needs of all students and parents on-site.               | \$0         | N            |
| 3        | Create Wellness Center                        | Create an on-campus wellness center to provide a safe and welcoming space for students, parents, and staff to meet their social-emotional needs, reduce stigma related to mental health needs, and provide resources | \$15,000    | Y            |
| 4        | Psychological First Aid Training              | Train student/peers in psychological first aid to provide peer support in the Wellness Center  | \$10,000    | Y            |
| 5        | SEL and Restorative Justice Training to Staff | Provide training to staff on social emotional learning and restorative practices.  | \$10,000    | Y            |

## Goal Analysis [LCAP Year]

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

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

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

Not applicable this year.

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

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 10%  | [Insert dollar amount here]  |
|  |  |
|  |  |

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

## Required Descriptions

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

This section represents evidence of implementation of interventions and supports designed to meet the learning needs of all students, including socio-economically disadvantaged/students eligible for free and reduced-price meals, English Language Learners and implementation of the school’s Master Plan for English Learners, and programs and activities target to meet the needs of our homeless/foster youth students.

All ECRCHS students, including all subgroups, have access to all the intervention and support programs offered at the school. These include:

- After school Math classes for all students failing at the Spring 20-week report card
- After school Math Department tutoring
- Peer tutoring (P.E.T.S.) Monday through Thursday at lunch
- After school Health and Electives
  - We offer a variety of electives courses through Cyber High.
- Study skills classes
  - Study Skills classes are offered throughout the day and period 7, after school, for credit.

- Referral to the Intervention Coordinators. We have one school-wide Intervention Coordinator and one for each of the subgroups, Latino, African American, and LGBTQ.
- Many teachers offer tutoring before school, during lunch, and after school.
- ECR FLEX Alternative Education and Independent Study Programs
- Cyber High: All subjects except science are offered after school.

The counselors and the intervention coordinators log SSPT meetings & agreed upon intervention strategies offered into Aeries and monitor progress during individual programming sessions and throughout the year as needed. The counselor and intervention coordinators also make parent contact for students who are not responding to extra academic intervention.

Students needing a different learning environment from the one offered in our general program have access to our unique ECR FLEX Alternative Education Program. This program is based on the Continuation School model and allows students to work at their own pace and receive more individualized help. The program is three tiered, offering a full-time, pass-thru (up to 3 classes), and period 7 Cyber High scheduling options.

Students who are unable to attend school on a regular basis have access to our Independent Study Program. Although the reason for needing a nontraditional educational setting varies, most students enroll due to medical issues, family crisis and matters related to socioeconomics. This program allows flexibility in the student's schedule. Students trade classwork in school for classwork at home. Students enrolled in this innovative program are assigned a Master teacher who meets with them each week. The Master teacher is their mentor, checking homework, and facilitating communication between the High Qualified teacher of each subject. In addition to meeting with their Master teacher, Independent Study students are encouraged to come as needed and sit in the subject classroom for any assistance with courses assigned. We currently have three full time, and two part-time, Master teachers. Additionally, there are designated times during the week for small group help in science, math, and English. All Independent Study students are encouraged to attend these sessions in addition to their weekly allotted time with their Master Teacher.

Teachers are periodically reminded of the various interventions offered at the school at professional development meetings. The administrator in charge of ECR FLEX starts each school year with a recap of the successes and data related to the various interventions. This also includes the referral process and any new programs added. In the spring semester students from the various programs address the faculty.

ECRCHS offers a Summer Bridge/Transition program for incoming 9th graders who struggled in Math and English. The class provides a mathematics course and a study/literacy skills course. These courses focus on academic learning and include activities on team building, personal development and group projects that help students have a successful transition from middle school to high school.

## English Language Learners

In Fall 2020, we implemented an Adv ELD class for our EL and LTEL students. This new class follows LAUSD's Master Plan. The course supports core classes at an accessible reading level for students so that language and literacy skills directly support the students' skill development. It also incorporates daily practice in developing oral and written academic discourse through carefully planned and implemented

interactive activities. When students struggle, the teacher works with the student's other teachers (learning lab approach). The class is taught by the EL Coordinator who is also an English teacher and one bilingual college tutor.

The following list outlines additional supports provided for our English Learners:

- Counselors are given spreadsheets of their EL and RFEP students along with English and Math final marks each semester.
  - Each semester the administrator in charge of EL and RFEPs meet with the counseling staff to verify that all the students are being monitored and intervention is offered throughout the school year.
  - At the beginning of each semester, English teachers, and Math teachers are given the prior year's final grade in their field. This allows a better focus on the struggling students.
  - The EL coordinator meets with all departments during Department PD time to further understand the needs of the EL population. Additional support or professional development is planned according to their input.
  - We have added monthly Language Appraisal Team, LAT, meetings to our school calendar. The group is comprised of all department chairs, instructional coaches, intervention coordinators, EL coordinator and administration. Primary purpose of LAT is to learn and discuss strategies for implementing ELD standards and literacy for our EL students throughout the curriculum.
  - Language fluency is identified on all class attendance sheets.
  - Monthly ELAC meetings discuss with parents the academic interventions that are available to their students.
  - Since laptops are given to every student at El Camino, this allows translation and reading levels for our EL Students.
- One of our Assistant Principals and the Executive Director are our bilingual liaisons for Spanish speaking parents. We have a math teacher who can help us with Farsi speaking parents.

In addition to all supports described in this section, our low-income students have access to the following unique supports:

- Bus passes are purchased by the school to improve attendance.
- Although all students here receive a laptop while they attend ECR, library hours with Wi-Fi accessibility were added to target this population.
- FRPM students are eligible for a free Hot-Spot WIFI device.
- PE uniform and school supplies are provided when needed.

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

## Homeless and Foster Care

Two years ago, we established a Homeless/Foster/Migrant Youth Liaison who works with LAUSD to coordinate extra services for those students who require it. Additionally, our school entered into an MOU to provide Mental Health Services to our Title I, Foster, and group home students.

Students who are homeless or are in foster care and are having difficulty attending school on a regular basis due to home environment circumstances are given the option of Independent Study with the extra support of coming to school and sitting in a class whenever they can. School supplies, PE uniform, bus passes are also provided if needed.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for Year 3 (2023-24)                                       |
|--|--|--|--|--|--|
| Enter information in this box when completing the LCAP for <b>2021–22.</b> | Enter information in this box when completing the LCAP for <b>2021–22.</b> | Enter information in this box when completing the LCAP for <b>2022–23.</b> Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24.</b> Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25.</b> Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22.</b> |

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

## Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

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

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

| Local Educational Agency (LEA) Name | Contact Name and Title  | Email and Phone  |
|-------------------------------------|---|--|
| El Camino Real Charter High School  | David Hussey, Executive Director<br>Minita Clark, Administrative Director | <a href="mailto:d.hussey@ecrchs.net">d.hussey@ecrchs.net</a> , 818-595-7500<br><a href="mailto:m.clark@ecrchs.net">m.clark@ecrchs.net</a> , 818-595-7500 |

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

## 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  |
|---|-----------------------------|--|--|--|
| <p><b>% of grade 11 students scoring “Exceeded” and “Met” standard in ELA on SBAC</b></p> | <p><b>61% (2015-16)</b></p> | <p><b>Not Met - 59%.<br/>Target: 2% above baseline</b></p> | <p><b>Not Met 59.46%<br/>Target: 4% above baseline (Goal: 64%)</b></p> | <p><b>7% above baseline<br/>COVID 19 Cancelled testing</b></p> |

|  |                 |   |   |  |
|--|-----------------|---|---|--|
| of grade 11 students scoring “Exceeded” and “Met” standard in Math on SBAC | 40% (2015-16)   | Not Met - 41%.<br>2% above baseline         | Not Met 41.18%.<br>5% above baseline<br>(Goal: 42%)                     | 8% above baseline<br>COVID 19<br>Cancelled testing |
| school-wide four-year cohort graduation rate                               | 89.9% (2015-16) | 90.4% in 2018.<br>Not Met.<br>Target: 95.0% | 93.5%<br>4 year cohort not available yet<br>One year from Aeries is 96% | ≥95.0%<br>Not available yet                        |
| four-year cohort dropout rate  | 7.3% (2015-16)  | Target: 2.5%<br><br>Actual 5.7%             | Target: 2.4%<br><br>Data still not available from CDE (5/20)            | Target: 2.3%<br><br>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.<br/>69.6%<br/>1% above<br/>baseline</b> | <b>2% above<br/>baseline<br/>MET. 80% as of<br/>May 20th.</b>                    | <b>3% above<br/>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<br/>year</b>   | <b>2% above<br/>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<br/>year</b>   | <b>2% above<br/>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<br/>baseline</b>      |
| <b># of school wide PD minutes dedicated to instruction</b>   | <b>N/A</b> | <b>600</b>  | <b>Met. 660<br/>minutes.<br/>11 late start CPD<br/>meetings.<br/>Target: 650</b> | <b>Target:700<br/>800<br/>Met</b> |

|  |     |                    |   |                     |
|--|-----|--------------------|---|---------------------|
| # of common formative assessments given among all course alike   | N/A | 4 (on per quarter) | MET<br>New Program:<br>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%<br><br>MET  | 100%                |

## Actions / Services

### Action 1

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated<br>Actual<br>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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br/>Actions/Services</b>                                | <b>Actual<br/>Actions/Services</b>  | <b>Budgeted<br/>Expenditures</b> | <b>Estimated Actual<br/>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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br>\$31,450 for department retreats (cost of substitutes)<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br>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<br>Actions/Services                                | Actual<br>Actions/Services                                 | Budgeted<br>Expenditures | Estimated Actual<br>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

| Planned<br>Actions/Services  | Actual<br>Actions/Services                        | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures                   |
|--|---|--------------------------|--|
| 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<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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.<br><br>Resources, tools, and observation checks by administration, instructional coaches, and department chairs were implemented. | \$1,500                  | \$44,900<br>Howard Group \$17,500<br>Growing Educators \$27,400<br><br>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<br>Not Met.<br>Target: 150                 | 180                          |
| % school-wide UC/CSU eligibility rate (i.e., A-G completion)                 | 31.3%<br>(2015-16)<br>41 % 2016-17 | 56.7%<br>Met.<br>Target: 45%<br>Source CDE | 44.79%<br>Not Met<br>Target: 49%<br>Source:<br>Aeries | 52%<br><br>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%<br/>(2014-15)</b>    | <b>4% above<br/>baseline<br/>30% Met</b> | <b>6% above<br/>Baseline<br/>10/19: Still<br/>waiting for<br/>Data</b> | <b>8% above<br/>baseline<br/><br/>Not Available<br/>yet</b> |
| <b>% of students enrolled in at least one AP course</b>   | <b>22% (2014-<br/>15)</b>   | <b>4% above<br/>baseline</b>             | <b>6% above<br/>Baseline<br/>(24%)<br/>30% MET</b>                     | <b>8% above<br/>baseline</b>                                |
| <b># of students enrolled in higher level math (Alg II or above)</b>  | <b>40.55%<br/>(2017-18)</b> | <b>40.55%<br/>Baseline</b>               | <b>2% above<br/>baseline<br/>37%<br/>Not Met</b>                       | <b>4% above<br/>baseline</b>                                |
| <b>% AP exams passed with a score of 3 or higher</b>  | <b>71%</b>                  | <b>2% above<br/>baseline</b>             | <b>4% above<br/>baseline<br/>94.59%<br/>Met</b>                        | <b>6% above<br/>baseline<br/>Not available yet</b>          |

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

|  |                          |  |  |  |
|--|--------------------------|--|--|--|
| <b>% of students earning “C” or better in college prep Social Studies</b>  | <b>80%<br/>(2014-15)</b> | <b>2% above<br/>baseline</b>   | <b>3% above<br/>baseline<br/>80% Met</b>         | <b>4% above<br/>baseline<br/>Won't be<br/>available until<br/>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<br/>baseline<br/>Met. 82.59%<br/>1096<br/>students out<br/>of 1327</b> | <b>10% above<br/>baseline</b>                    | <b>15% above<br/>baseline</b>  |
| <b>% of African American students enrolled in an AP class</b>  | <b>16.54%</b>            | <b>2% above<br/>baseline</b>   | <b>4% above<br/>baseline<br/>5%<br/>Not Met</b>  | <b>6% above<br/>baseline</b>   |
| <b>% of Latino students enrolled in an AP class</b>  | <b>21.59%</b>            | <b>1% above<br/>baseline</b>   | <b>2% above<br/>baseline<br/>20%<br/>Not Met</b> | <b>3% above<br/>baseline</b>   |

|   |     |                   |                                |                   |
|---|-----|-------------------|--------------------------------|-------------------|
| % of AVID students accepted to a 4-year program | N/A | 2% above baseline | 4% above baseline<br>59.1% MET | 6% above baseline |
|---|-----|-------------------|--------------------------------|-------------------|

## Actions / Services

### Action 1

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures   |
|--|--|--------------------------|--|
| 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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated<br>Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated<br>Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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

| Planned<br>Actions/Services                               | Actual<br>Actions/Services                                | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| 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<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services                          | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services               | Actual<br>Actions/Services                | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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/<br>90.8%<br>Not Met (91.8) | 4% above baseline/<br>One Yr. rate<br>source: Aeries<br>95.22<br>Met | 5% above<br>Baseline<br><br>Not available until<br>after June 5th |

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

|   |                                 |  |   |   |
|---|---------------------------------|--|---|---|
| <b>% of students marked chronically absent school wide</b>  | <b>7.3%<br/>(2015-16)</b>       | <b>7.0% total<br/>12% Not Met</b>              | <b>6% total<br/>13.01%<br/>Not Met</b>          | <b>5% total<br/>Not available until<br/>after June 5th</b>              |
| <b>% of African Americans students marked chronically absent</b>  | <b>9.9%<br/>(2015-16)</b>       | <b>9% total<br/>11% Not Met</b>                | <b>8% total<br/>8.7%<br/>Not Met</b>            | <b>7% total<br/>Not available until<br/>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%<br/>(Spring 2016)</b> | <b>1% above baseline<br/>51.2%<br/>Not Met</b> | <b>2% above baseline<br/>55%<br/>Not Met</b>    | <b>3% above<br/>baseline<br/>Not available until<br/>after June 5th</b> |
| <b>% of Latino students that complete an AP class with a “C” or higher</b>  | <b>94.4%<br/>(Spring 2016)</b>  | <b>1% above baseline</b>                       | <b>1.5% above<br/>baseline<br/>92% Not Met</b>  | <b>2% above<br/>baseline<br/>Not available until<br/>after June 5th</b> |
| <b>% of African Americans that complete an AP class with a “C” or higher</b>  | <b>88.9%<br/>(Spring 2016)</b>  | <b>2% above baseline</b>                       | <b>3.5% above<br/>baseline<br/>100%<br/>Met</b> | <b>5% above<br/>baseline<br/>Not available until<br/>after June 5th</b> |

# Actions / Services

## Action 1

| Planned<br>Actions/Services                      | Actual<br>Actions/Services                       | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| Restructure Intervention<br>Coordinator position | Restructure Intervention<br>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<br>Actions/Services        | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services                        | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| SRM to provide data analytics<br>See Action Step 5 | Rolled into Action Step 5  | 0                        | 0                                |

## Action 4

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures         | Estimated Actual<br>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<br>Actions/Services                                  | Actual<br>Actions/Services                                   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>(\$8995.00: Edgenuity online program,<br>\$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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| 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<br/>Actions/Services</b>   | <b>Actual<br/>Actions/Services</b>   | <b>Budgeted<br/>Expenditures</b> | <b>Estimated Actual<br/>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. |  |  |
|---|---|--|--|

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<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>July: \$185,598<br>Total:<br>\$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<br>Actions/Services                          | Actual<br>Actions/Services                           | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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%<br>50%<br>MET | 55%<br>56.8%<br>MET | 60%<br>69.2%<br>MET |

|  |                      |  |   |   |
|--|----------------------|--|---|---|
| <b>% of parents/families in Back-to-School Night</b>   | <b>N/A</b>           | <b>50%</b><br><b>40%</b><br><br><b>Not Met</b> | <b>55%</b><br><b>40%</b><br><br><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><br><b>6.3%</b><br><b>159 responses</b>  | <b>32% above baseline</b><br><b>14.7%</b><br><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><br><b>58% agree</b><br><b>22% neutral</b><br><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><br><b>58% agree</b><br><b>22% neutral</b><br><b>Not Met</b><br><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><br><b>Not met</b> | <b>8%</b><br><b>MET</b> | <b>12%</b> |
|--|------------|-----------------------------|-------------------------|------------|

## **Actions / Services**

### **Action 1**

| <b>Planned<br/>Actions/Services</b>   | <b>Actual<br/>Actions/Services</b>  | <b>Budgeted<br/>Expenditures</b> | <b>Estimated Actual<br/>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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 |  |  |
|---|---|--|--|

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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>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<br>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<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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.

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

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

## In-Person Instructional Offerings

ECR will continue to revisit returning students to in-person instruction based on guidelines set forth by local and state authorities. Because none of us know exactly when schools will be allowed to reopen, it is hard to say what it will look like. Tentative actions ECR will take to offer classroom instruction whenever possible are:

- Engage and encourage everyone in the school and the community to practice preventive behaviors. These are the most important actions that will support schools’ safe reopening and will help them stay open.
- Implement multiple SARS-CoV-2 mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of daily disinfecting in accordance with public health requirements and guidelines
- Communicate, educate, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.
- Staggered attendance, start and stop times, and possible alternating shifts to enable social distancing
- Implementing block schedules with longer periods of time to minimize movement
- Offer tutoring in small groups of 10 or fewer after school daily
- Offer a built-in enrichment period to offset learning loss particularly of students with unique needs and underrepresented

## Actions Related to In-Person Instructional Offerings

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| After School tutoring                               | \$30,311             | [\$ 0.00]                     | Yes          |
| Purchase of COVID-19 hygiene supplies and materials | \$90,987             | [\$ 0.00]                     | Yes          |

|   |         |  |     |
|---|---------|--|-----|
| Counselor Additional Time - (reference pg. 3) | \$6,181 |  | Yes |
| Classified Additional Time (reference pg. 5)  | \$1,538 |  | Yes |

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

After School tutoring appeared to be successful during the pandemic with students fluctuating in attendance. There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

### Analysis of In-Person Instructional Offerings

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

#### Successes of implementing in-person instruction:

Preventive behaviors were a major factor in the ability to return to in-person instruction. This included wearing masks, sanitizing stations, students, teachers, and staff having the ability to get vaccinated, and a bell schedule that accommodated small class size in order to maintain social distancing.

The development of small cohorts allowed underperforming students the ability to receive individualized instruction.

Our PSW was on-site throughout the week to meet with students.

We met the needs of Special Services students, Foster Youth, English language learners, and low income students.

Returning to in-person instruction allowed parents to return to work.

Students who returned benefited academically and socially from the in-person instruction.

Students were experienced with the Canvas Learning Management System as well as Microsoft Teams so this made this transition seamless.

Cohorts alternated days upon return using the following format: Monday: All virtual; Tuesday/Thursday: Cohort A;

Wednesday/Friday: Cohort B

Over 80% of teachers returned to in-person instruction.

#### Challenges of implementing in-person instruction:

We returned to in-person instruction a few weeks later than LAUSD and neighboring districts.

Some staff did not want to return to in-person instruction due to their own health issues, health issues of relatives, child care issues, and overall concerns about the continued spread of COVID-19 .

Substitute teachers were difficult to attain and we had to use on-campus employees to cover classes.

Few students decided to return to in-person even after a survey indicated more than 50% would be returning.  
 Collective Bargaining took an extended period of time before an agreement was reached.  
 Student athletics were greatly abbreviated causing a shortened season.  
 COVID-19 required a greater level of cleaning and manpower throughout the pandemic.  
 We needed additional tutors to support intervention classes and obtaining them was difficult.

## Distance Learning Program

### Actions Related to the Distance Learning Program

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Professional Development for Distance Learning   | \$234,049            | [\$ 0.00]                     | Yes          |
| Technology support on Saturdays  | \$7,007              | [\$ 0.00]                     | Yes          |
| Technology (teacher computers, hotspots, new apps, laptops, webcams, monitors, & headsets) | \$368,704            |                               | Yes          |

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

There were no substantive differences between the planned actions and budgeted expenditures for the distance learning program.

### Analysis of the Distance Learning Program

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

**Successes of Distance Learning Program:**

Teachers easily pivoted from fully in-person instruction to distance learning instruction.  
Staff received regular training in delivering virtual instruction as well as use of applications that support it.  
Our early technology preparation allowed students and staff to be safe and slowed the spread of COVID-19.  
Communication among administrators, teachers, staff, and students significantly increased.  
Staff was very flexible in transitioning from in-person to distance learning.  
Working from home provided the safety and security staff and students needed during quarantine.  
All students and staff had laptops due to the one-on-one initiatives.

**Challenges of Distance Learning Program:**

Teachers had to learn to use various apps effectively.  
Some students lost interest in instruction due to distance learning.  
Teacher and parent communication was somewhat challenging since all meetings had to take place virtually in order to keep students accountable.  
Parents need a tutorial on how to access Canvas parent portal.  
Teachers will need to make sure Aeries and Canvas are synced so that students and parents can access accurate grades.

## **Pupil Learning Loss**

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

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Create a Saturday virtual tutoring academy for Reading and Writing | \$ 7,984             | [\$ 0.00]                     | Yes          |
| Create a Math hotline for assistance                               | \$15,760             | [\$ 0.00]                     | Yes          |

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

There were no substantive differences between the planned actions and budgeted expenditures for the distance learning program.

## **Analysis of Pupil Learning Loss**

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

### Successes of Pupil Learning Loss:

Teachers provided after school tutoring during the week in Math twice per week.

Teachers provided Saturday tutoring in English Language Arts each week.

Students who attended tutoring showed improvements in the majority of classes.

### Challenges of Pupil Learning Loss:

Tutoring sessions were consistently small

Communication about tutoring offers could improve; parents mentioned not knowing about specific tutoring opportunities.

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

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

### Successes of implementing in-person instruction:

Staff really supported students with mental health and social and emotional well being. There was an increase in the empathy shown towards students regarding assignments and simply taking care of their overall mental health.

We held Mental Health PD meetings with the entire staff led by our PSW that included breathing exercises, de-stressing techniques, and classroom activities to use with students.

We officially adopted Wednesdays as Wellness Wednesdays where students would lead the school in various activities and provide information for coping during these challenging times.

Our school nurse was highly instrumental in helping us to stay on track with COVID-19 rules, regulations, and getting our athletics and activities restarted.

Challenges of implementing in-person instruction:

There was obvious anxiety from some staff due to the COVID-19 pandemic.

Our administrators and office staff worked overtime to implement new systems, protocols, and procedures to keep everyone abreast of changes.

Rapid changes by CDC (as well as LAUSD) sometimes cause confusion with parents and the school community.

Social distancing itself has taken a toll on everyone since as human beings we naturally crave interaction with others.

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

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

Successes of implementing in-person instruction:

We used multiple means of communication throughout the pandemic. The pandemic forced us to increase communications in order to reach families.

Support staff were flexible in providing support where needed.

Administration listened to parents' concerns and provided school updates, schedule changes, etc., more regularly.

Coffee with the principal was increased to 2x per month and parents greatly appreciated it.

We are able to transition quickly to virtual meetings due to having regularly used MS Teams and GoToMeeting

The intervention team setup a process that consisted of early identification and notification system for students in danger of failing

Challenges of implementing in-person instruction:

Some parent groups had little to no participation throughout the pandemic.

We had to shift all parent and family events online which was difficult for a few families with limited connectivity and/or access

## Analysis of School Nutrition

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

### Successes in providing school nutrition:

We were able to feed all students as well as students in the community (anyone under 18) due to the government ruling regarding meals.

Cafeteria staff were flexible and worked steadily to ensure this need was met weekly.

Cafeteria staff created meals and practiced new safety requirements due to COVID-19.

Students could receive nearly a week's worth of healthy lunch, breakfast, dinner, plus snacks.

### Challenges in providing school nutrition:

Staffing could present a challenge and as a result Cafeteria staff did have a few volunteers.

Dates for meal distribution were changed a few times.

There is a possibility that some students could have been missed due to not having transportation or no contact with the school as a result of COVID-19.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section  | Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|--|----------------------|-------------------------------|--------------|
| Additional two days for Mental Health services | ECR has added two days per week to the psychiatric social worker (PSW) to meet with teachers, students, and parents, regarding issues related to mental health | \$55,234             | [\$ 0.00]                     | Yes          |
| Food services safety upgrades                  | Upgrade technological devices to keep students safe and equipment to facilitate expedited food service delivery; Cafeteria scanners and POS stations           | \$5,000              | [\$ 0.00]                     | Yes          |

|                     |  |          |  |     |
|---------------------|--|----------|--|-----|
| Cafeteria Equipment | Hotboxes, Cambros, Lane lines and other Safety equipment | \$55,000 |  | Yes |
|---------------------|--|----------|--|-----|

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

There were no substantive differences between the planned actions and budgeted expenditures for the distance learning program.

## Overall Analysis

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

The shift from in-person instruction to distance learning then back to in-person instruction was relatively smooth. We realized early on that we had an advantage other schools did not have - experience with virtual instruction. This was a game changer in the initial transition to 100% distance learning because the majority of our teachers had already been using these tools daily. We are also a Microsoft Certified school so our teachers were, in large part, well trained in how to use Microsoft Teams to conduct live sessions. In this regard, the major lesson learned was to always be prepared and work cohesively in order to provide the least disruptive environment for students and staff.

Our students, as a whole, maintained performance levels according to the MAP assessment given in Fall 2020 and Spring 2021. That said, there were many students (low/high/average performing) who indicated that the pandemic had taken an emotional toll on them and caused anxiety as well as other issues that had not existed previously. From this experience, we know without a doubt that isolation tends to bring about desolation. We utilized our PSW, Deans and Counselors to maintain contact with students who expressed social emotional and mental health issues as well as those who were silent but showed signs of struggling socially as well emotionally throughout the pandemic.

There were a few days that technology failed to work properly and we had to cancel meetings. The root of this is not yet known, but we were able to successfully recover the next day and continue with instruction and meetings as planned. From this we learned that technology is not fail-proof and we will encounter some setbacks from time to time. This caused us to change meeting agendas, and reschedule or simply modify our plan. We are grateful that setbacks have been minimal and we are fully equipped to handle any changes that come our way as a team. The lesson learned here is that at the end of the ECRCHS is a family and we have learned to stick together through it all.

In developing the 2021-24 LCAP, we will be addressing the continued use of virtual instruction as well as apps that helped to make it successful for teaching. We will also assess our incoming Freshman in order to provide us with a baseline measure of student achievement. Also, the work of our current PSW has been so successful that we will be hiring an additional one next year. This will help provide on-campus mental health and social-emotional support to students and staff.

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

We will assess pupil learning loss through our MAP assessment at least twice per academic year. Additionally, teachers will use regular Common Formative Assessments to gauge student progress, mastery of skills and standards, and decide what needs to be retaught. Teachers will analyze data during common planning time and plan appropriate interventions and lesson plans. Support staff will be used for small group instruction and one-on-one support for our most at-risk students. Summer school will be held beginning June 2021 and before and after school tutoring are already in place for next fall.

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

There were no substantive differences between the planned actions and services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. budgeted expenditures for the distance learning program.

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

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

We were able to implement the majority of the actions and services within the 2019-2020 LCAP prior to the COVID 19 pandemic. Below we have highlighted a few goals and/or action steps from the 2019 LCAP that were not met or lacking and will now be included in the new 2021-2024 LCAP. All Learning Continuity and Attendance Plan goals were implemented and met.

There were two initiatives that did not take place in the 19-20 LCAP year due to COVID such as the continuation of testing for EL reclassification and resurgence of the Career Fair. When COVID hit, approximately 30% of students had been tested. Also, the Career Fair was scheduled for mid-March 2020 but cancelled due to COVID.

Two action steps that were not met were related to College and Career readiness. There had been only very slight improvements and it was noted that we need to improve in this area. Additionally, though Naviance is used by seniors, there was no metric to track how often or by how many. This was noted as also needing improvement. A huge success in this area is AP expansion. The percentage of students enrolled and having access to AP classes has increased significantly.

In the area of Instruction, curriculum maps were developed in all areas but more follow through and monitoring is needed to ensure adherence. Further, the WASC Committee noted that CFAs and curriculum maps needed to be utilized for alignment and to determine student mastery of standards. This is also related to assessment since CAASPP scores had been stagnant for at least two years and WASC recommended the focus shift to instructional planning and assessment of student learning. It was also identified that further support is needed as it relates to faculty use and interpretation of MAP scores as well as implementation of Common Core State Standards. An Action Step to increase rigor in 9th grade was developed based on A-G data that suggested we needed to start providing more rigor at the very beginning of a student's high school entry. All of the above have been addressed in some way in the new 2021-2024 LCAP.

## **Instructions: Introduction**

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

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

## **Annual Update**

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

## **Annual Measurable Outcomes**

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

## **Actions/Services**

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

## **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

## Annual Update

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

### Actions Related to In-Person Instructional Offerings

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

### Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### Actions Related to the Distance Learning Program

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

### Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,

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

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

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

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

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

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

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the

efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

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

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

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If

the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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