

.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.

California Department of Education
January 2021

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
El Camino Real Charter High School	David Hussey, Executive Director Minita Clark, Administrative Director	m.clark@ecrchs.net , 818-595-7508

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: 36.5% White; 31.5%Hispanic/Latino; 13%Asian/Filipino/Pacific Islander; 3.5%African American; 15%Two or More Races; and 0.5%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
<p>Measurable Outcome for Action Step #1: Purchase or Create an intervention curriculum to be used in all intervention classes</p>	<p>In progress - TBD (to send # of intervention classes in fall)</p>	TBD Year 1	TBD Year 2	TBD Year 3	Standards-based alignment for all classes
<p>Measurable Outcome for Action Step #2: Administer MAP assessment to incoming freshman throughout June and July 2021</p>	<p>Summer 2021 - TBD</p>	TBD Year 1	TBD Year 2	TBD Year 3	early awareness of student achievement levels in order to plan for each year

<p>Measurable Outcome for Action Step #3:</p> <p>Consult with departments to provide differentiated standards-based instructional materials</p>	<p>Departments provide data outlining performance of all students as a result of new instructional materials..</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Maintain the most current and beneficial instructional materials for teachers annually</p>
<p>Measurable Outcome for Action Step #4:</p> <p>Hiring tutors to support core classrooms based on schoolwide data beginning with large class sizes and</p>	<p>Approximately 20 classrooms in need of tutors</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Tutors will provide support for student learning in large classes to improve student achievement</p>

<p>expanding over a two year period</p>					
<p>Measurable Outcome for Action Step #5:</p> <p>Quarterly disaggregated data will be submitted to administrative directors; also department meetings will be held to discuss progress and reteaching</p>	<p>Data will be used to identify subjects and students in need of support</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Data will be used for reteaching, identification of strengths and weaknesses in individual classes and course alike.</p>

<p>Measurable Outcome for Action Step #6: Scheduled department retreats in order to share teaching practices</p>	<p>Retreats will begin Fall 2021</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Foster more department collaboration for vertical and horizontal planning</p>
<p>Measurable Outcome for Action Step #7: Scheduled of dates on which depts will work to meet outside of work hours</p>	<p>0 held last year due to COVID 19 pandemic</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Ensure students are receiving most rigorous and relevant teaching</p>
<p>Measurable Outcome for Action Step 8: % of departments that reviewed and/or modified curriculum maps</p>	<p>50% departments currently engage in this work</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	
<p>Measurable Outcome for Action Step 9: Employ Bilingual Assistants to support EL students in all content areas to support English Language Acquisition.</p>	<p>Currently have one part time support person</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Action 1: Targeted Intervention	Provide timely intervention with a common curriculum in the form of support classes for targeted students. (e.g., Lexia Learning, iReady, Rosetta Stone)	\$10,000	Y
2	Action 2: Assessment of Learning	Assess students at the end of 2022 year and notify parents of how students are performing as well as programs in place to support students.	\$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. Gather data to lead and direct instruction.	\$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: PLC investment	Data training to support Curriculum & Instruction to analyze school and grade level data within departments and individual teachers. Identify PLC leaders to visit classes and provide coaching and support.	\$130,000	Y
9	Action 9: Study Skills Classes	Create at least one study skills class per period to complement intervention and supplement any learning loss. Students will be identified based on their academic performance.		
10	Action 10: employ Bilingual assistants	Hire one or two bilingual assistants for EL support.		

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.	3 Pathways	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 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
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<p>Measurable Outcome for Action Step #4: Increase dual enrollment and concurrent enrollment participation</p>	<p>ECR currently has one junior cohort for dual enrollment and one senior cohort for dual enrollment.</p> <p>Not currently tracking concurrent enrollment classes.</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	
<p>Measurable Outcome for Action Step #5: Increase enrollment of each subgroup (i.e., FRMP, Latinx and African American students) in AP classes by 7% each</p>	<p>In the fall of 2020, the % of students enrolled in at least one or more AP class by subgroup:</p> <p>25% of African American Students</p> <p>27% of Latin X students</p> <p>XX% of FRMP students</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>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</p>
<p>Measurable Outcome Provide 1-2 college and career focused PD trainings for the staff per school year.</p>	<p>In the year 2020-2021, there were 0 college and career focused PDs offered to the staff.</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Collaborate with staff to increase awareness of college/career options</p>
<p>Measurable Outcome for Action Step #7: Increase # of students who earn the seal of biliteracy</p>	<p>132 students earned the seal of biliteracy in 2021</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>An opportunity to earn a distinction upon graduating with support from teachers and staff</p>

by 15%.					
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Measurable Outcome for Action Step #8: 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 for Action Step #9: Quarterly after hour events hosted by counselors and weekly extended hours to meet with counselors.	In the year 2019-2020, counselors offered weekly extended hours but were not able to do so in the year 2020-2021 due to COVID.	TBD Year 1	TBD Year 2	TBD Year 3	Be available to 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 and enhance CTE curricula	Continue to enhance our CTE Pathways. We currently we have three pathways: Woodworking, Culinary Arts and Arts , Media and Entertainment	\$25,000	Y

2	Action 2: Increase Rigor	Enhance Rigor in 9th grade. (including, but not limited to the addition of a college preparatory science, world history, or world language course)Starting in Fall 2022 All 9th grade students take at least one of these.	\$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. The AA coordinator and Latin X coordinator meet with students one on one and in groups to discuss A-G.	\$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. We have continued stable enrollment in our Dual enrollment program. We need a process to collect concurrent enrollment documentation.	\$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. AA and Latin X coordinator meet one on one and in groups with these populations. AP Expo night each school year.	\$31,000	Y
6	Action 6: Professional Development	Continue to 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. College Clips. College Counselors meeting with departments	\$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. Additional counselor hours during programming season and over the summer .	\$15,000	Y
10	Action 10: Early identification of students not meeting A-G	Utilize the D/F report to identify students to enroll in our Study Skills/intervention classes. Parent outreach including info on Tutoring and summer school options.		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
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<p>Measurable Outcome for Action Step 1:</p> <p>Create a calendar for equity professional development for staff</p>	<p>In progress 50%</p>	<p>PDAC planned a Cultural Proficiency & Awareness session to be delivered on October 27, 2021 but it was canceled by the presenter with short notice.</p> <p>Trauma Informed Educator professional development organized by Ms. Clark and funded by the Educator Effectiveness Block Grant. This was an optional 3-part series on the following dates: 3/24, 3/25, 3/30, 3/31, 4/11 .In Spring 2022 PDAC created a 3 part series for Safe Spaces and Restorative Practices that were instrumental ; however, long-term equity professional development is still in the planning stage by PDAC.</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Consistent and on-going professional development that create more awareness of interactions and sensitivity to diverse communities</p>
<p>Measurable Outcome for Action Step2: Monthly social emotional events calendar</p>	<p>Create community and staff events promoting wellness</p>	<p>The Wellness Center has been established and the counselors have created social emotional opportunities for students for every day of the week including “Flexible Pathways”, “Secrets to Success”, “Young Royals”,</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Workshops and events that improve mental health for staff and students</p>

		<p>“Lunch and Chat”, “Art and Soul, and “Active Minds.” For example, “Secrets to Success” on Mondays discusses time management, stress management, school connectedness, and social media. Counselors also send out “Real Talk” to teachers and students where it outlines topics of the months with resources for socio-emotional issues.</p>			
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<p>Measurable Outcome for Action Step 3:</p> <p>Increase awareness of parent groups and facilitates communication among all stakeholders via ECR communication platforms</p>	<p>Identification of at risk students and their parents.</p>	<p>A weekly newsletter is sent to all families The updated website contains a “Families” tab linked to pages for parent groups such as FOECR, RISE, Padres Latinos. Access to Aeries & Canvas through Parent Portal FOECR hosts coffee with the ED.</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Consistent communication between parents and school to increase student achievement.</p>
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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
4	Equity Advisory Committee Expansion & School Plan	Promote the Equity Advisory Committee's student survey and have students be given designated time to complete Create a staff survey similar to the student survey. Create lists of conferences and professional development opportunities the center equity that educators and staff can attend for pay or salary points. Purchase and/or create posters, artwork, signs, books, instructional materials,,etc. for representation of subgroups throughout the school and especially in classrooms	\$30,000	Y
5	Student Roundtables	The administrative team will meet monthly with various student clubs in order to hear feedback and action steps to ensure a more inclusive environment.	\$3,000	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.

Three major professional development sessions were planned for 2021-2022 although only two were implemented due to

unforeseen circumstances. Two of the three offerings were provided during school hours while another option was a series for afternoons, weekends, and evenings. Due to COVID, many professional development sessions were needed to deal with safety protocols and best practices. The Wellness Center has been established ... (have we completed what we wanted to?) Action step 2 was implemented and the events have been successful.

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

(Greg Wood must provide data)

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

28 educators took part in the Trauma Informed Educator option for professional development. 40 educators attended the Safe Spaces training. Safe Spaces had an impact on teachers and more teachers have begun outward displays of inclusion in their classroom.

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.

The first goal had substantial progress in terms of implementing equity professional development; however, more is needed as a long-term plan PDAC has been established and will continue planning for the 2022-2023 year. There will be a recommendation for inclusive language in syllabi at the beginning of the school 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.

ECRCHS wants to improve and/or increase the parent participation and engagement in their children's learning process in preparation for high school and beyond. 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: 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

<p>Measurable Outcome for Action Step 2:</p> <p>Planned meeting dates with Instructional Cabinet; Agendas</p>	<p>Committee of 7 is currently formed</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Allow teacher leaders an opportunity to hear directly from parents as it relates to instruction</p>
<p>Measurable Outcome for Action Step 3: Use of current communication systems to send parent notifications via text</p>	<p>0% parents receiving text messaging communications from ECRCHS</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>100% of parents receiving text messaging communications</p>
<p>Measurable Outcome for Action Step 4: School creates a "How to</p>	<p>28%parents signed up for Canvas</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>100% of parents are signed up for a Canvas account</p>

sign up for Canvas?" Loom video placed on homepage	Account (get actual number)				
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: 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
Measurable Outcome for Action Step 7: Develop and implement a comprehensive student attendance plan	Regular data analysis to identify issues early and Increased focus on chronic absentee students to monitor and track progress	TBD Year 1	TBD Year 2	TBD Year 3	

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Chat with Directors	Continue hosting Chat with the Directors on a biweekly basis. Will return to in-person meetings beginning fall 2022. Currently held virtually once a month.	\$ 2500	Y
2	Parent Group collaboration	Invite parent groups to some Instructional Cabinet meetings to share pertinent information and build school home relationships. In addition parents are invited to the School Site Council. We also have our RISE group and Padres Latinos group that meet monthly.	\$ 0	N
3	School to Home Communications	Provide text messaging and other types of communications for parents and staff. Streamlined newsletter, text and phone call.	\$15,000	Y
4	Canvas Parent Signup	Increase parent engagement and education on Canvas/Canvas app by making this part of enrollment/ orientation .	\$0	N
5	Attendance Notifications	Streamline attendance notifications and protocols for absenteeism		

6	Marketing Initiatives	Hire Marketing coordinator. ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media.	\$90,000	Y
7	Aeries Parent Connection	Increase parent usage and presence on Aeries in order to improve interaction by making this part of enrollment/orientation .	\$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 and sufficient and optimal equipment to meet social- emotional, mental health, and physical needs of all students.

An explanation of why the LEA has developed this goal.

Goal 5 was developed to support the whole student by creating a safe and nurturing environment at school at which students can learn and grow. As students were returning from isolation after COVID, the school staff wanted to be prepared to help students with various issues and increase school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 21-22 Outcome	Year 2 22-23 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Measurable Outcome for Action Step 1: Onboarding of a 2nd PSW	0% position is currently unfilled	09/21-12/21 we had a 2nd PSW but since 1/21 we have 1 PSW	TBD Year 2	TBD Year 3	Provide on-site mental health services and support for students
Measurable Outcome for Action Step 2 Daily and weekly support services will be offered in the wellness center.	T-30 has been designated for the wellness center.	TBD Daily Lunch groups are offered in the wellness center and SSPT meetings are held there	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 3: Identification of students and Training schedule	Students have been identified by the PSW.	Students are interested in being Peer Counselors but we are looking into creating an office space in the Wellness Center for confidentiality	TBD Year 2	TBD Year 3	

		purposes when a PSW needs to meet privately with students.													
Measurable Outcome for Action Step 4: Yearly trainings offered to staff members for to support student wellness, behavior, and mental health.	New initiative; all teachers and staff will attend (approx 175)	We offered a 3 series restorative practices series for staff (cost: 1950); we offered a trauma informed educators training to staff (cost: XXX); we provided a community circle intro activity to all staff at the start of the year (free from PDAC); and we are budgeting for a SEL series for August along with PBIS (cost: 7,500)	TBD Year 2	TBD Year 3	Expose staff to training that will allow them to effectively support student behaviors										
Measurable Outcome for Action Step 5: Decrease student tardy behavior to periods 2-6.		<p>Fall 2021 tardy data by period:</p> <table border="1"> <thead> <tr> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> </thead> <tbody> <tr> <td>3283</td> <td>3227</td> <td>2735</td> <td>3887</td> <td>2690</td> </tr> </tbody> </table>	P2	P3	P4	P5	P6	3283	3227	2735	3887	2690			
P2	P3	P4	P5	P6											
3283	3227	2735	3887	2690											
Measurable Outcome for Action Step 6: Order new functional classroom furniture and materials to support all student learning	List of teachers who have requested new furniture	Furniture was ordered pre-pandemic to upgrade classrooms. We will restart Fall 2023.	TBD Year 2	TBD Year 3											

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	Create Wellness Center	Further develop the 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	\$30,000	Y
3	Psychological First Aid Training	Train student/peers in psychological first aid to provide peer support in the Wellness Center	\$10,000	Y
4	SEL and Restorative Justice Training to Staff	Provide training to staff on social emotional learning and restorative practices.	\$10,000	Y
5	Supervision and Safety	Increase adult supervision of students on campus by hiring necessary positions to create a safe campus that is conducive to learning and maximizing instructional minutes.	\$100,000	
6	Functional Furniture	Provide new furniture for all classrooms	\$800,000	

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]

<u>Percentage to Increase or Improve Services</u>	<u>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</u>
7.08%	\$169,911

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.

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: