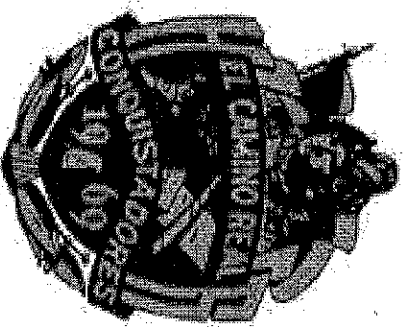


**El Camino Real Alliance
Single Plan for Student Achievement**

2016-2017

Implementation

El Camino Real Charter High School



Executive Director:

David Fehle

Board Members

**Jonathan Wasser, Board President/Teacher Representative,
Odus Caldwell, Board Member/Teacher Representative,**

**Jackie Keene, Board Treasurer/Parent Representative,
Larry Rubin, Board Member/Community Representative,
Donna "Obie" Slamon, Board Secretary/Community Representative,
Dr. Dennis Thompson, Board Member/Classified Representative,
Peter Vastenhold, Board Member/Teacher Representative**

SCHOOL IDENTIFICATION

School Name: EI Camino Real Charter High School

Location Code: 8617

CDS Code	County			District			School							
	1	9	6	4	7	3	3	1	9	3	2	6	2	3

For additional information on our school programs contact the following:

Lead

Assistant

Principal: David Hussey

E-mail address: d.hussey@ecrchs.net

SPSA Designee: Lisa Ring

Position: Assistant Principal

E-mail address: l.ring@ecrchs.net

School Address: 5440 Valley Circle Blvd, Woodland Hills, 91367

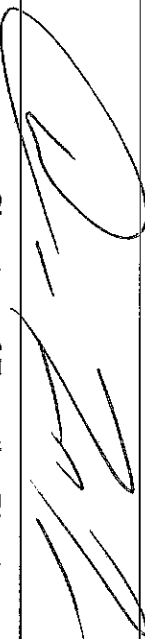
School Telephone Number: 818 595-7500

The District Governing Board approved this Single Plan for Student Achievement on:

The ECRA District staff has reviewed the school plan with the principal and agreed to support and provide feedback for implementation.

David Fehle

Typed name of Executive Director



Signature of Executive Director

5/5/10

Date

SPSA APPROVALS LOCAL DISTRICT REVIEWERS

Directions: After you have reviewed the applicable sections of the Single Plan for Student Achievement (SPSA) and determined that the SPSA meets legal requirements, check the approval box and type your name and date on the appropriate line.

Approved Local English Learner Coordinator: _____
Lisa Ring
[Typed name of English Learner Coordinator] _____
Date 5/5/14

Approved by Local District Title I Coordinator: _____
Lisa Ring
[Typed name of Local District Title I Coordinator] _____
Date 5/5/14

Note: The SPSA will be forwarded to the Board of ECRA for review and authorization only after approvals have been provided by all Local District reviewers above.

Approved by Executive Director: _____
David Fehle
[Typed name of Local District Director] _____
Date 5/5/14

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed "with the review, certification, and advice of any applicable school advisory committees."

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC)		Ms. Vela	
Other (list)			

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

5/15/14
Date

Yvonne Halski

Attested:

Yvonne Halski
Typed name of SSC chairperson
David Hussey
Typed name of Lead Asst Principal

Yvonne Halski 5/15/14
Signature of SSC chairperson Date
David Hussey 5/15/14
Signature of school principal Date

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program (7S046)

Purpose: To upgrade the entire educational program of the school.

Amount: \$ 0

Title I: Targeted Assistance Program (70S46)

Purpose: To help educationally disadvantaged students achieve grade-level proficiency.

Amount: \$ 0

Title I: Parent Involvement Allocation (7E046)

Purpose: To promote family literacy, parenting skills, and parent involvement activities.

Amount: \$ 0

Title III: English Language Development (7S176)

Purpose: To provide professional development to teachers, administrators, and other school support staff to improve Designated and Integrated ELD instruction for English Learners.

Amount: \$ 0

School Improvement Grant (SIG)

Purpose: To assist selected schools in closing the achievement gap by providing funds for innovative programs to help at-risk students achieve grade-level proficiency.

Amount: \$ 0

Other Federal and State Funds (list and describe):

Title I, Part A: Allocation

Purpose: To improve basic programs operated by local educational agencies (LEAs)

Title II, Part A: Improving Teacher Quality

Purpose: Improve and increase the number of highly qualified teachers and principals

Amount: \$179803.77

\$44963.00 (SES)

Amount: _____

\$5583.00 _____

Total amount of categorical funds allocated to this school: \$ _____

ECRCHS Mission Statement

The mission of ECRCHS is to educate our diverse student body by developing students' talents and skills so they will succeed in a changing world, value and respect themselves and others, and make a positive contribution to our global society.

Local Control and Accountability Plan"

The LCAP serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

GOAL 1: Implement State Academic Content & Performance Standards (LCAP Priority under "Conditions of Learning")
Ensure implementation of academic content standards for all core subjects as they are adopted.

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 1.1: Implement key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction

Potential Actions/Services

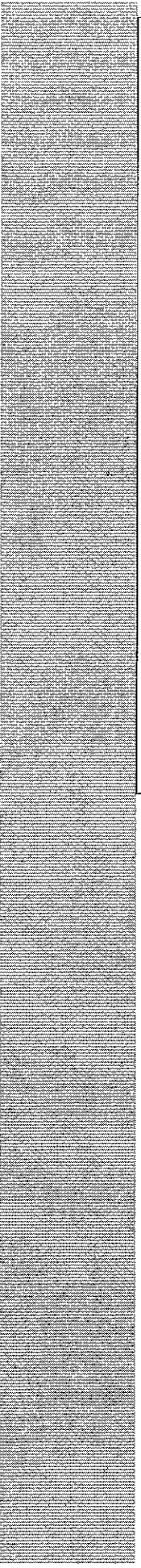
Center professional development on implementing a standards-based instructional model based on backwards mapping to clear anchor/practice standards and learning targets from CCSS and NGSS
Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS <ul style="list-style-type: none">• Department time allocated for analyzing the new frameworks and standards
Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)
Provide CCSS and NGSS aligned materials (textbook and supplemental) in all relevant courses <ul style="list-style-type: none">• Already done, though may need to keep as placeholder
Implement writing across the curriculum as a key instructional strategy
Conduct regular observations of classroom instruction targeting key instructional shifts for CCSS and/or NGSS
Provide EL coaching to core academic teachers on helping EL students will access CCSS and ELD standards.

Strategy 1.2: Provide professional development on research-based instructional strategies and research-based methods.

<p>Potential Actions/Services</p> <p>Increase time for authentic teacher collaboration (3-4 hours per month) in one course-alike or subject-alike grouping (PLCs) separate from faculty or school-wide meetings</p> <p>Clarify role of department chairs and/or course lead teachers in leading and facilitating teacher collaboration in PLCs</p> <ul style="list-style-type: none"> • In process thru Instructional Cabinet <p>Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools</p> <p>Embed CCSS literacy strategies into the 3rd period time currently allocated for SSR</p> <p>Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences</p> <ul style="list-style-type: none"> • Must document and share (report back) on what was learned. • Share information with staff on how to request and code time.
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Strategy 1.3: Build the capacity of school staff to understand, interpret, and use data to guide and modify decisions.

<p>Potential Actions/Services</p> <p>Present longitudinal and disaggregated data to staff at regular intervals.</p> <ul style="list-style-type: none"> • School-wide summative data with context and suggested next steps <p>Have course leads present data on results of Common Formative Assessments and subsequent instructional steps as developed</p> <ul style="list-style-type: none"> • Use analysis of Common Formative Assessments to identify state standards that students are having the most difficulty mastering • Use data analysis of Common Formative Assessments to inform teaching/re-teaching <p>Include regular examination of student work against common rubrics/criteria in teacher collaboration (by course or department)</p>
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Goal 2: Solidify a clear school-wide identity in terms of College & Career Readiness (I/CAP Priorities - Road Course of Study, Student Achievement, and Student Engagement)

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 2.1: Reinforce College Prep orientation of school

Potential Actions/Services
Expand counseling services and/or number of counselors
Expand role of current guidance counselors
<ul style="list-style-type: none"> • Continue to train counselors in Naviance • Deploy Counselors to classrooms to give presentations • Reallocate time of counseling staff to focus more on 9th and 10th grade students in order to proactively influence college/career readiness
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”
Reinvigorate implementation of AVID program
<ul style="list-style-type: none"> • Increase AVID tutorial component • Required PD for AVID site team
Enroll more students in higher-level math (i.e., beyond Algebra II)
<ul style="list-style-type: none"> • Offer regular Statistics, Math Analysis, and AVID Calculus
Expand student access to AP classes; become more proactive about supporting more students regardless of level
<ul style="list-style-type: none"> • Increase # of sections in high demand classes (i.e. English)
Implement PSAT exams for grades 9 th -11 th school wide

Strategy 2.2: Strengthen the connection between student learning and real-world relevance (including career planning)

Potential Actions/Services
Provide relevant, real-world curricular materials for project-based learning to departments as needed
Involve students in field trips or guest speakers tied to an academic or CTE class annually
<ul style="list-style-type: none"> • Disburse funds by department
Scale up existing and develop one additional Career Pathways (i.e., a sequence of 3 or more classes) to allow student to explore their career interests and engage in project-based and applied learning

<ul style="list-style-type: none"> • Currently have Careers in Entertainment and Art (CEA) and Art/Fashion Design which cover "Arts, Media, and Entertainment" and perhaps the "Fashion and Interior Design" industry sectors • CA has identified a total of 15 industry sectors for CTE pathways (see: http://statecenter.com/resources/industry-sectors)
<p>By the end of 9th grade, identify each students' career/industry sector interests and then provide counseling on educational requirements for different careers in that sector</p> <ul style="list-style-type: none"> • Integrate with Naviance during Career & College Readiness course and during 9th grade classroom visitations by counselors
<p>Provide increased information regarding trade schools/certification programs</p> <ul style="list-style-type: none"> • West Valley Occupational Center and/or Pierce College (redevelop relationship that was headed by Career Advisor)
<p>Partner with community businesses and organizations to provide internships, field trips, job shadowing, and project based learning</p> <p>Require a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc.)</p> <ul style="list-style-type: none"> • Naviance covers all but sample work • Roll out through Career & College Readiness elective? • Have benchmarks by grade

GOAL 3: Ensure that all students receive personalized support to succeed (LCAP Priority under "Pupil Outcomes" – Student Achievement - and "Engagement" – Student Engagement & School Climate)

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 3.1: Close existing achievement gaps

Potential Actions/Services
Expand AP preparation ("AP Bridge") over the summer
Expand the role of the Black Student Union

El Camino Real Charter High School

Provide life skills training for Latino and African American youth through “The Village” and “La Familia” assemblies, field trips, and guest speakers
 Hispanics Scholars Club (part of La Familia)
 Implement Guardian Scholars Program for Foster Youth (with Pierce College)
 Identify foster and homeless youth and ensure access to materials and individualized counseling and other services
 Provide college tutor at least one period for EL students; focus on ELD standards.

Strategy 3.2: Improve the 9th grade transition to high school

Potential Actions/Services

Define structure and curriculum for Summer Bridge Program for incoming 9th graders identified as needing extra help

- Target students not meeting new 8th grade “HS-ready” standard

Improve Freshman Orientation Process, Support, and Follow Up

- Investigate options such as Freshman First Day, Link Crew, etc.
- Set up evening program for parents and students; day program for students (the latter would be student-led with current students)
- Have Coordinator follow Bridge students throughout the entire year

Strategy 3.3: Expand intervention services – during school and extended day – to students of all grades requiring additional support

Potential Actions/Services

Provide diagnostic testing in reading and math for incoming freshman in Math and Reading to aid in correct placement consistent with skill and ability level and/or to support differentiation

Restructure and expand 7th period intervention courses to targeted students

- Move from Homework Help to more structured program of support, particularly in Math

El Camino Real Charter High School

Continue to utilize Student Success Team model for struggling students
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student with priority given to FRPM and EL students.
Provide extended library to provide educational options for students who may not have access to internet, computers, or printers
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students
Offer online credit recovery programs (e.g., Ingenuity)
Provide peer mentoring, tutoring and support groups with priority given to FRPM and EL students. <ul style="list-style-type: none"> Continue to train a cadre of peer mentors for the PAL (Peer Active Listeners)
Provide pilot technology-based literacy intervention programs to assist under-performing students <ul style="list-style-type: none"> Surface Pros for EL and Title I students
Support FRPM and EL student technology
Provide nutritional snacks for students in the extended Intervention programs
Development, Implementation, and Maintenance of Student Relationship Management System (SRM) dashboard

Strategy 3.4: Provide non-academic supports that meet the holistic needs of students

Potential Actions/Services
Refer targeted students to: <ul style="list-style-type: none"> Tarzana Treatment Center Anger Management Anxiety Group Body Image Group
Refer targeted students to mental health/therapy services on- or off-campus.
Strengthen Transdisciplinary Support Team (TST) model.
Introduce communication tools (e.g., ticket system, Google Doc) to close the feedback loop between the Attendance

El Camino Real Charter High School

Coordinator and teachers.
Provide support for FRPM and EL students

GOAL 4: Parent Community Engagement (LCAP Priority under "Engagement – Parent Involvement")
 Build parents' capacity as partners in supporting and monitoring their child's educational progress.

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 4.1: Improve school-to-home communication

Potential Actions/Services
Redesign the school website to include links to monthly electronic parent newsletter and options for parent volunteerism and the Parent Center on campus <ul style="list-style-type: none"> Address technology interface and bandwidth issues
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.
Provide curricular and educational night(s) for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies)
Introduce student led conferencing <ul style="list-style-type: none"> Phase-in, building on work from AVID.

Strategy 4.2: Increase parental input into school decision-making.

Potential Actions/Services
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
Recruit parents into PTSA, La Familia, and the Village Nation
Provide parent workshops/training on: <ul style="list-style-type: none"> school governance and parent rights counseling night (one counselor stays late per

<p>week)</p> <ul style="list-style-type: none"> • College knowledge night (by grade level) • special education parent informational trainings <p>Include opportunities of non-English speaking parents to meet with a bi-lingual counsel after school hours</p>

Strategy 4.3: Increase parental participation in programs serving targeted students and subgroups.

<p>Potential Actions/Services</p> <p>Use La Familia and The Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services.</p> <ul style="list-style-type: none"> • Presentation to faculty to raise awareness <p>Expand the Latino Outreach program, ELAC, and SSC for families of EL students</p> <p>Develop a cadre of parent volunteers</p> <ul style="list-style-type: none"> • Link curricular nights to volunteer recruitment. • Decide what kinds of parent volunteerism is desired (e.g, guest speakers on careers, college alumni, etc.)

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
- Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of Aeries a web-based tool that increases availability and usability of student data for ECRCHS educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, Common Formative assessments, and assessments of English language development) to drive instruction and intervention.

The District will effectively implement the English Learner Master Plan for educating English Learners, through our integrated approach. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

SCHOOL MISSION, VISION, AND PROFILE DESCRIPTION

El Camino Real High School Mission Statement

The mission of El Camino Real High School is to educate our diverse student body by developing students' talents and skills so they will succeed in a changing world, value and respect themselves and others, and make a positive contribution to our global society.

El Camino Real High School Vision Statement

Our vision is that El Camino Real High School students will be:

- Self-directed/Self-reliant • Collaborative • Complex/Critical Thinkers
- Ethical • Lifelong learners
- Technologically literate
- Personally accountable and responsible

Directions: Provide a brief description of your school community (the boxes below expand as needed).

School Profile Description

1. Describe your school's geographical, demographic, educational and economic community base. The following websites contain useful data: <http://www.census.gov>, <http://www.zip-codes.com/>, <http://www.city-data.com/>

In 2011, a group of educators at El Camino Real High School led the school's conversion to an independent charter school, inspired by a desire for more autonomy and flexibility in instructional practices, curriculum, governance, and finances. Since converting to a charter school in 2011, El Camino Real Charter High School ("ECRCHS," "El Camino" or "Charter School") has continued a long tradition of excellence in public education, as well as implemented changes that have enhanced the high school experience for its students and provided the community with a premier public high school option.

Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents the local communities of the school's former attendance boundaries - Woodland Hills, West Hills and Canoga Park - as well as other surrounding areas that are home to students who enter the school through open enrollment. Approximately 47% of ECRCHS students reside within the school's former attendance boundary. The students who reside outside the former attendance boundary represent 64 zip codes, with the greatest concentration coming from Canoga Park and Reseda. The school's tradition of excellence has contributed to a wait list of approximately 700 students from outside the attendance boundary. ECRCHS strives to foster a community atmosphere within the Charter School that both maintains a familiar environment for local families as well as creates a welcoming environment for families who reside outside the local community.

ECRCHS serves a highly diverse student community. In 2014-2015, the racial breakdown of the student body was 46.9% White; 27.6% Hispanic/Latino; 15.6% Asian/Filipino/Pacific Islander; 7.6% African American; 1.6% Two or More Races; and 0.6% American Indian; 19.4 % of students in 2014-15 qualified for Free or Reduced-Price Lunch (FRPL); 10.3% were students who qualified for Special Education; and 2.7 % were English Learners with another 19.1% RFEF. ECRCHS has met students' needs successfully across a variety of measures, notably including the fact that our subgroup performance has demonstrated tremendous success in closing the achievement gap.

El Camino Real Charter High School

2. Indicate grade levels and, if applicable, school configuration (e.g. Continuation School, Sp. Ed. Center, etc.)

ECRCHS is currently authorized to serve 3,800 students in grades 9-12 in a site-based program, and plans to add 150 students to the Independent Study program (a 2.6% increase in enrollment). The following projects enrollment with the assumption the increase to the Independent Study program will be approved:
Enrollment Plan General Education Program

General Education Program	2016-17	2017-18	2018-19	2019-20
9th grade	870	870	870	870
10 th grade	920	2920	920	920
11 th grade	870	870	870	870
12 th grade	840	840	840	840
Total	3600	3600	3600	3600
Alternative Education and Independent Study	2016-17	2017-18	2018-19	2019-20
9 th grade	5	5	10	20
10 th grade	20	15	30	25
11 th grade	75	80	100	125
12 th grade	100	125	130	130
Total	200	225	270	300

3. Indicate student enrollment figures:
See above

4. Indicate poverty level (i.e. percentage of low-income students identified on the Title I ranking).
Historically ECRCHS has 20% of the student body that applies and qualifies for Free and or reduced lunch

5. Identify language, racial and ethnic make-up of the student body.

ECRCHS serves a highly diverse student community. In 2014-2015, the racial breakdown of the student body was 46.9% White; 27.6% Hispanic/Latino; 15.6% Asian/Filipino/Pacific Islander; 7.6% African American; 1.6% Two or More Races, and 0.6% American Indian; 19.4 % of students in 2014-15 qualified for Free or Reduced-Price Lunch (FRPL); 10.3% were students who qualified for Special Education; and 2.7 % were English Learners with another 19.1% RFEF.

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

ECRCHS has a multitude of avenues for parents to understand and interpret their student's academic achievement:
Bilingual Parent nights, Web Site, Aeries parent portal, Newsletter, Parent advisories

7. Describe other important characteristics of the school (e.g. SLO, PLO):

Directions: Check the box(es) next to the program(s) in which your school participates.

- Title I Schoolwide Program (SWP)
- Title I Targeted Assistance School (TAS)
- Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- Public School Choice (PSC)
- L.A.'s Promise
- Partnership for Los Angeles Schools (PLAS)

El Camino Real Charter High School

- School Improvement Grant
- Extended School-Based Management Model (ESBMM)
- Local Initiative School (LIS)
- Pilot School

- Reed
- Professional Learning Community
- Small Learning Community
- Other: Independent Charter

-
-
-
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-
-
-

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

Directions: Review the applicable 2014-2015 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program. If the analysis of the school data indicates minimal or no growth, revisions must be made to the instructional program to ensure annual gains in student achievement. Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

Graduation Rate will continue to improve annually.

Yes No

Graduation rates exceed District, State and surrounding schools' rates with dramatic subgroup growth since charter conversion: o ECRCHS achieved a 96% overall graduation rate in the 2014-2015 school year. up from 94.1% in the previous school year (the latest year reported by the CDE) and 79.8% in 2010-2011, the school year prior to charter conversion. o Since charter conversion, the graduation rate has improved for all student subgroups, with the most impressive gains shown among African American students (+40.0%) and Hispanic/Latino students (+11.2%).

English Language Arts – Did the school meet the School's Goal last year?

Yes No

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Students met proficiency standards set by the state in APY school wide until 2012-2013

2012-13: Target for proficiency was 77.8% , ECR was 74.9%

2013-14 Target for proficiency was 88.9% , ECR was 70.4%

Although the target was almost met ECR fell short. Focus on CCSS has taken place with an emphasis on PD's, best practices, aligned curriculum and formative assessments for daily instruction

Mathematics – Did the school meet the School's Goal last year?

Yes No

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Students met proficiency standards set by the state in APY for Hispanic subgroup until 2012-2013

2012-13: Target for proficiency was 77.4% , ECR was 57.1%

2013-14 Target for proficiency was 88.7% , ECR was 60.6%

Our target for the Hispanic Subgroup fell short of state goals. ECRCHS has increased the Math departments focus on CCSS with an emphasis on PD's, best practices, aligned curriculum and formative assessments for daily instruction

English Learner Programs – Did the school meet the School's Goal last year?

Yes No

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

EL sub-group has met the AYP standards for the five years of this report. Our strategies that led to success were: Bilingual Parent nights, PD on SDAIE strategies, re-established Latino Literacy, additional college tutor for ESL classes, school wide efforts on reclassifying.

EL students, like their English-fluent counterparts, are expected to gain progress in each of the following: Listening, Speaking, Reading, and Writing. The EL Coordinator monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians. ECRCHS follows the LAUSD EL Master Plan

Student, Staff, Parent and Community Engagement – Did the school meet the School's Goal last year?

Yes No

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

El Camino Real Charter High School

Parent communication is a focus for ECRCHS. In June 2015, 110 parents participated in a parent experience survey, and just 52.3% agreed or strongly agreed that the school provides parents with complete information about student activities and events. ECRCHS will undergo efforts to improve the dissemination of information to parents. ECRCHS plans to make better and more frequent attempts to collect parent contact information, send more frequent emails and newsletters, and update its website design to improve ease of navigation.

100% Attendance, Suspension/Expulsion and Non-Cognitive Skills - Did the school meet the School's Goal last year? Yes No
If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Source: cde.ca.gov (Cohort Outcome Data for the Class of 2014)

Dropout rates have decreased significantly since charter conversion and are lower than rates of the District, State, and surrounding resident schools:

The 2013-2014 overall dropout rate was 3.0%, a significant improvement from the 20102011 overall dropout rate of 14.7%. Since charter conversion, the dropout rate has improved for all student subgroups, with the most impressive declines shown among African American students (-30.4%) and Hispanic/Latino students (-11.6%).

The 2013-2014 dropout rate of 3.0% is significantly lower than the 2013-2014 dropout rate reported for LAUSD (17.0%) and the State (11.4%).

Our 2013-3014 overall dropout rate of 3.0% is lower than the 2013-2014 dropout rate of comparison resident schools, including Canoga (17.4%); Taft (7.9%); Chatsworth (7.4%); Reseda (5.3%); and Cleveland (8.8%). Our 2013-2014 dropout rates for specific student subgroups are lower than those of all surrounding resident schools.

ECRCHS's suspension and expulsion rates are significantly lower than District, State and surrounding schools rates:

In 2013-14, the suspension rate was 0.8%, compared to LAUSD's 1.3% and the statewide rate of 4.4%

Zero students were expelled in 2013-14; only one student has been expelled since ECRCHS converted to charter.

While District and State expulsion percentages are effectively 0-.1%, we are proud of our efforts to minimize expulsion except in the most extreme circumstance

ECRCHS's Average Daily Attendance (ADA) of 95.6% in 2014-15 has contributed to the school's overall success. Ensuring prompt and consistent attendance is a major focus of school staff. Following conversion to a charter school in 2011, ECRCHS hired a full-time attendance clerk who makes daily phone calls to the parents or guardians of absent students in order to confirm the parents and guardians are aware of the absence and update them on the student's attendance record.

ECRCHS has engaged in a reenergized focus in the last few years in creating programs that serve the specific needs of certain subgroups and at-risk students. For example, in 2013, La Familia was created to support Latino students. La Familia aims to strengthen Latino communities through a focus on family, culture, education, and pride in one's heritage and unites Latino students through activities that promote teamwork as a means to achieve academic success. La Familia hosts assemblies with Latino guest speakers who share stories about the struggles they faced in their pursuit of higher education and career advancement, as well as their strategies for success. In addition, La Familia works closely with parent members of the school's English Learner Advisory Council (ELAC) to promote the dissemination of information families need to make informed decisions for their children. ECRCHS has implemented many suggestions from ELAC parent members, including extended library hours, after school tutoring programs, and La Familia college field trips to the University of California at Santa Barbara and California State University, Channel Islands.

Similarly, the founder of The Village Nation joined the ECRCHS faculty in 2014, and started this nationally recognized program at the school. The Village Nation is a project aimed at closing the achievement gap between African-American students and White students. The mission of The Village Nation is "to boost the capacity of caring adult mentors and support them in creating culturally responsive learning environments that engage and inspire African American youth and encourage them to embrace their natural intelligence and leadership capabilities." The Village Nation achieves this by hosting assemblies that educate African American students about the history of their ancestors and encourage students to empower each other to make better choices. The presence of The Village Nation has led to increased engagement of African American students in school activities. ECRCHS plans to monitor academic data in order to evaluate the impact of The Village Nation on graduation rates, dropout rates, AP participation rates and test scores, and college attendance rates and completion rates, among other factors.

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

WASC Recommendations

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSSA as the school writes its Single Plan for Student Achievement: Based on student needs:

Goal 1: Ensure implementation of academic content standards for all core subjects as they are adopted

- 1.1. Implement key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction
- 1.2. Provide professional development on research-based instructional strategies and research-based methods
- 1.3. Build the capacity of school staff to understand, interpret, and use data to guide and modify decisions

Goal 2: Solidify a clear school-wide identity in terms of College & Career Readiness

- 2.1. Reinforce the college prep orientation of the school
- 2.2. Strengthen the connection between student learning and real world relevance (including career planning)

Goal 3: Ensure that all students receive personalized supports to succeed

- 3.1. Close existing achievement gaps
- 3.2. Improve the 9th grade transition to high school
- 3.3. Expand intervention services – during school and extended day – to students of all grades requiring additional support
- 3.4. Provide non-academic supports that meet the holistic needs of students

Goal 4: Build parents' capacity as partners in supporting and monitoring their child's education progress

- 4.1. Improve school-to-home communication
- 4.2. Increase parental input into school decision-making
- 4.3. Increase parental participation in programs serving targeted students and subgroups

COMPREHENSIVE NEEDS ASSESSMENT

Based on the Data both from Surveys and Dataquest, ECRCHS has designed 4 goals with strategies and actions to ensure student achievement in the Local Control Accountability Plan, LCAP

Data:

1. ECRCHS attained its Academic Performance Index (API) growth target in in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

While ECRCHS was only a charter school for two years' worth of API data, the results are impressive:
Source: api.cde.ca.gov.

By achieving an API of above 800, ECRCHS met the schoolwide growth target set by the California Department of Education (CDE) in 2012 and 2013. In 2012 (the first year post-conversion), all subgroups met their growth targets. In 2013, Students with Disabilities gained 6 points, three points shy of the 9 point growth target, and Hispanic/Latino students lost 3 points (the growth target was 5 points), yet with an API of 790, ECRCHS Hispanic/Latino students are still dramatically outperforming their peers across the State: the statewide 2013 API for 9-11th grade Hispanic/Latino students was 709, 81 points lower than ECRCHS students in this subgroup. Given the limited data available under these statutory criteria, and the fact that ECRCHS met the school-wide growth target in both years and all subgroups in one of the two years (and barely missed attaining all subgroups in the second year), ECRCHS meets this criterion.

2. ECRCHS ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years
ECRCHS achieved a Statewide decile rank of "9" in both 2012 and 2013, making it one of the topperforming schools in the State.
ECRCHS ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

3. ECRCHS achieved a 2013 similar schools rank of "7," and a 2012 similar schools rank of "4," thus meeting this criterion.

4. ECRCHS's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. As noted in the Ed Code, "The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B).)

□ ECRCHS's 2013 Growth API score (834) exceeded that of comparison resident schools William Howard Taft Senior High School (786); Canoga Park Senior High School (693); Chatsworth Charter High School (717); Reseda Senior High (748); and Grover Cleveland Charter High School (789). As shown in the chart below, ECRCHS has made significant progress toward closing the achievement gap compared to other resident schools; the subgroup API scores of Hispanic/Latino students, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students at ECRCHS were higher than the scores of their peers at comparison resident schools. The subgroup score for African American students was second to Cleveland by 24 points; the subgroup score for Asian students ranked a close second after Cleveland.

Source: api.cde.ca.gov

□ The percentage of students who score proficient or above proficient on the 2013 CSTs in English-Language Arts and Mathematics exceeded the District and State percentages, as well as the percentages reported at all comparison resident schools: o 74.7% of ECRCHS students scored proficient or above proficient on the 2014 CST in English Language Arts, and 74.4% of students scored proficient or above proficient on the 2014 CST in Mathematics. These percentages exceed LAUSD's 2013 rates of 48.8% for ELA and 54.3% for math for 2013, along with the 2013 statewide rates of 56.6% for ELA and 59.5% for math.

Similarly, while not yet intended to be used for any "official" purposes, the results from the first administration of the California Assessment of Student Progress and Performance (CAASPPs) similarly reveals that ECRCHS students are outperforming their peers at nearby comparable schools, as well as District and State averages. As illustrated in the following charts: o 61% of ECRCHS 11th graders Met or Exceeded Standards in ELA, a higher rate than four of the five nearby comparison schools (Cleveland achieved 63% Met/Exceeded in ELA), and dramatically outpacing the LAUSD 11th grade average of 48% and the statewide 11th grade average of 44% in ELA. o 34% of ECRCHS 11th graders Met or Exceeded Standards in Math, a proficiency rate higher than all five nearby comparison high schools as well as LAUSD's 11th grade average in Math of 20% Met/Exceeded and the State 11th grade average of 33%.

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	Data analysis, monitoring prior goals, developing surveys	1/19/16 2/2/16, 2/9/16, 2/16/16, 2/23/16, 3/1/16, 3/8/16, 3/15/16, 3/22/16, 3/29/16, 4/5/16, 4/12/16, 4/19/16, 4/26/16, 5/3/16, 5/10/16, 5/17/16, 5/24/16, 5/31/16, 6/7/16, 6/14/16, 6/21/16, 6/28/16, 7/5/16, 7/12/16, 7/19/16, 7/26/16, 8/2/16, 8/9/16, 8/16/16, 8/23/16, 8/30/16, 9/6/16, 9/13/16, 9/20/16, 9/27/16, 10/4/16, 10/11/16, 10/18/16, 10/25/16, 11/1/16, 11/8/16, 11/15/16, 11/22/16, 11/29/16, 12/6/16, 12/13/16, 12/20/16, 12/27/16, 1/3/17, 1/10/17, 1/17/17, 1/24/17, 1/31/17, 2/7/17, 2/14/17, 2/21/17, 2/28/17, 3/6/17, 3/13/17, 3/20/17, 3/27/17, 4/3/17, 4/10/17, 4/17/17, 4/24/17, 5/1/17, 5/8/17, 5/15/17, 5/22/17, 5/29/17, 6/5/17, 6/12/17, 6/19/17, 6/26/17, 7/3/17, 7/10/17, 7/17/17, 7/24/17, 7/31/17, 8/7/17, 8/14/17, 8/21/17, 8/28/17, 9/4/17, 9/11/17, 9/18/17, 9/25/17, 10/2/17, 10/9/17, 10/16/17, 10/23/17, 10/30/17, 11/6/17, 11/13/17, 11/20/17, 11/27/17, 12/4/17, 12/11/17, 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ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019
1. Ensure implementation of academic content standards for all core subjects as they are adopted					
Percentage of grade 11 students scoring "Exceeded" and "Met" standard in ELA	CAASPP	60% (2014-15)	62%	65%	68%
Percentage of grade 11 students scoring "Exceeded" and "Met" standard in Math	CAASPP	36% (2014-15)	40%	43%	46%
School-wide Four-year cohort graduation rate	CDE	94.1% (2013-14)	94.5%	95.0%	95.5%
Four-year cohort dropout rate	CDE	3.0% (2013-14)	2.7%	2.4%	2.1%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "The school provides high quality instruction to my child."	ECRCHS (Parent Survey)	75% (2015)	76%	77%	78%
Develop CCSS-aligned curricular maps by course in academic core establishing common scope and sequence, priority standards, and common formative assessments	ECRCHS	N/A	ELA and Math	Science	History/Social Studies & World Languages
2. Solidify a clear school-wide identity in terms of College & Career Readiness					
School-wide UC/CSU eligibility rate (i.e., A-G completion)	CDE	41% (2013-14)	45%	49%	52%
<ul style="list-style-type: none"> Separate goal for subgroups? 					
Percentage of students deemed "college ready" on the Early Assessment Program (EAP) based on Grade 11 Smarter Balanced assessments in ELA	CAASPP	26% (2014-15)	28%	30%	32%
<ul style="list-style-type: none"> Separate goal for subgroups? 					
Percentage of students deemed "college ready" on the Early Assessment Program (EAP) based on Grade 11 Smarter Balanced assessments in Math	CAASPP	14% (2014-15)	16%	18%	20%
<ul style="list-style-type: none"> Separate goal for subgroups? 					
Percentage of students enrolled in at least one AP course	ECRCHS (CDE only reports N tested)	Need from Fernando			
<ul style="list-style-type: none"> School-wide and disaggregated by race/ethnicity 					

ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019
Percentage pupils that pass AP exams with a score of 3 or higher <ul style="list-style-type: none"> School-wide and disaggregated by race/ethnicity 	ECRCHS	Need from Ferrando 78% (2014-15)	79%	80%	81%
Percentage of students earning "C" or better in ELA	ECRCHS	56% (2014-15)	58%	61%	64%
Percentage of students earning "C" or better in Math	ECRCHS	69% (2014-15)	70%	72%	74%
Percentage of students earning "C" or better in Science	ECRCHS	80% (2014-15)	81%	82%	83%
Percentage of students earning "C" or better in History/Social Studies	ECRCHS	Can we get this for 2014-15?			
Percentage of seniors enrolled in a 4 th Math course	ECRCHS	Do we have this for CEAA?	Planning year		
Percentage of students completing a CTE pathway	ECRCHS	N/A	Planning year	90%	100%
Percentage of seniors graduate with a complete portfolio of College & Career Readiness	ECRCHS	N/A	Planning year	90%	100%
Percentage of students participating in at least one college visit and/or career-oriented field trip by the end of 11 th grade	ECRCHS	73% (2015)	74%	75%	76%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "School staff (teachers, counselors, administrators) encourage all students to prepare for college.	ECRCHS (Parent Survey)				
3. Ensure that all students receive personalized support to succeed					
4-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup)	CDE	92.4% (2013-14)	93.1%	93.8%	94.5%
AMAO 1 (% EL students moving 1 or more CELDT levels under Title III)	CDE	55.1% (2013-14)	57%	59%	61%
AMAO 2 (% EL students, less than 5 years, attaining English proficiency under Title III)	CDE	28.8% (2013-14)	30%	31%	32%
AMAO 2 (% EL students, 5+ years, attaining English proficiency under Title III)	CDE	41.0% (2013-14)	45%	48%	50%

ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1	Year 2	Year 3
		2014-15	2016-2017	2017-2018	2018-2019
English Learner reclassification rate	CDE	19.1% (N=22) (2014-15)	19.3%	19.5%	19.7%
<p>We framed a set of indicators below for Economically Disadvantaged students rather than separate goals for all different subgroups. We need input on whether to keep (or modify) these indicators. For example, we could set targets for African American and Hispanic students.</p>					
Percentage of ED students earning "C" or better in ELA	ECRCHS	Need from Fernando			
Percentage of ED students earning "C" or better in Math (Algebra I, Algebra II, and Geometry)	ECRCHS	Need from Fernando			
Percentage of ED students earning "C" or better in Science	ECRCHS	Need from Fernando			
Percentage of ED students earning "C" or better in History/Social Studies	ECRCHS	Need from Fernando			
Percentage of ED students enrolled in at least one Advanced Placement course	ECRCHS	Need from Fernando			
Percentage of ED students that pass AP exams with a score of 3 or higher	ECRCHS	Need from Fernando			
Percentage of 9 th grade students earning 55+ credits and successfully matriculating to 10 th grade	ECRCHS	Need from Fernando			
Percentage of students involved in at least one school club and/or extracurricular activity	ECRCHS (Could add to Student Survey)	N/A			
Percentage of students participating in targeted academic interventions in ELA and Math during the school day and in extended day/year options, and/or credit recovery	ECRCHS (Could add to Student Survey)	N/A	10%	15%	20%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "The teachers at the school care about students' progress."	ECRCHS (Parent Survey)	62% (2015)	64%	66%	68%
Average daily attendance	ECRCHS	Need from Fernando			

ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019
Chronic attendance rate	ECRCHS	Need from Fernando			
Suspension rate	CDE	0.8% (2013-14)	0.7%	0.6%	0.5%
Expulsion rate	CDE	0.0% (2013-14)	0.0%	0.0%	0.0%
4. Build parents' capacity as partners in supporting and monitoring their child's educational progress.					
Percentage of parents/families that complete an annual needs assessment and school climate survey [Note: This would need to become a much bigger school priority]	ECRCHS (Parent Survey)	3% N=110 (2015)	10%	15%	20%
Percentage of parents that participate in school governance or advisory forums (e.g. SSC, ELAC, La Familia, Village Nation, PTSA)	ECRCHS	n.a.	5%	5%	5%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "The school encourages me to participate in parent groups."	ECRCHS (Parent Survey)	60% (2015)	61%	62%	63%
Percentage of parents that participate in Back-to-School Night	ECRCHS (Could add to Parent Survey)	Do we have this now?	50%	50%	50%
Percentage of parents that participate in a workshop, training, or other educational experience on campus	ECRCHS (Could add to Parent Survey)	N/A	5%	5%	5%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "I feel welcome to participate at the school."	ECRCHS (Parent Survey)	69% (2015)	71%	72%	75%
Percentage of parents/families that log on to the Aeries system to access student assessment information.	ECRCHS	Do we have this now?	30%	30%	30%
Percentage of parents/families that participate in an annual parent-teacher and student-led conference.	ECRCHS (Could add to Parent Survey)	N/A	25%	25%	25%

ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019
Percentage of parents/families meeting individually with their child's counselor	ECRCHS (Could add to Parent Survey)	N/A	20%	20%	20%

DRAFT El Camino Real HS LCAP Goals and Actions by Year

GOAL 1: Implement State Academic Content & Performance Standards (LCAP Priority under "Conditions of Learning")
 Ensure implementation of academic content standards for all core subjects as they are adopted.

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 1.1: Implement key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required
Center professional development on implementing a standards-based instructional model based on backwards mapping to clear anchor/practice standards and learning targets from CCSS and NGSS	Planning	X	X	3-4 hours per month of PD time i course-allke and departmental groups
Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS	X	X	X	- Outside expert for PD on NGSS - In-house coaching resources for Math and ELA - Not sure on History; still deciding
<ul style="list-style-type: none"> Department time allocated for analyzing the new frameworks and standards 				
Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)	Planning	X	X	Fund Summer time for development of CFAs
Provide CCSS and NGSS aligned materials (textbook and supplemental) in all relevant courses	X	X	X	Set aside some amount to enable this
<ul style="list-style-type: none"> Already done, though may need to keep as placeholder 				
Implement writing across the curriculum as a key instructional strategy	Planning	X	X	Release time
Conduct regular observations of classroom instruction targeting key instructional shifts for CCSS and/or NGSS	Planning	X	X	
<ul style="list-style-type: none"> Begin with a schedule of administrative and coach observations, with eventual system of peer observations? 				
Provide EL coaching to core academic teachers on helping EL students will access CCSS and ELA standards.	X	X	X	EL Coach position, one period

DRAFT El Camino Real HS LCAP Goals and Actions by Year

Strategy 1.2: Provide professional development on research-based instructional strategies and research-based methods.

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	
Increase time for authentic teacher collaboration (3-4 hours per month) in one course-like or subject-like grouping (PLCs) separate from faculty or school-wide meetings	X	X	X	X-time to supplement contractual hours on Tuesdays	
Clarify role of department chairs and/or course lead teachers in leading and facilitating teacher collaboration in PLCs	X			May need to fund release period	
<ul style="list-style-type: none"> In process thru Instructional Cabinet 					
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	X	X	X	May need outside expertise to lead as well as resources for assessment development (e.g., Item bank)	
Embed CCSS literacy strategies into the 3 rd period time currently allocated for SSR	Planning	X	X		
Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences	X	X	X		
<ul style="list-style-type: none"> Must document and share (report back) on what was learned. Share information with staff on how to request and code time. 					

Strategy 1.3: Build the capacity of school staff to understand, interpret, and use data to guide and modify decisions.

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	Responsibility
Incorporate schools student tracking system, CDE, and DataQuest in a teacher user format, for continual data driven decisions	X	X	X	Director of Technology 180K	
Present longitudinal and disaggregated data to staff at regular intervals.	X	X	X	Time	

DRAFT El Camino Real HS LCAP Goals and Actions by Year

<ul style="list-style-type: none"> School-wide summative data with context and suggested next steps 	Planning	X	X			
<p>Have course leads present data on results of Common Formative Assessments and subsequent instructional steps as developed</p> <ul style="list-style-type: none"> Use analysis of Common Formative Assessments to identify state standards that students are having the most difficulty mastering Use data analysis of Common Formative Assessments to inform teaching/re-teaching 					May need outside expertise to lead as well as resources) for assessment development (e.g., Item bank)	
<p>Include regular examination of student work against common rubrics/criteria in teacher collaboration (by course or department)</p>	Planning	Planning	X		Possible contracted PD provider	

Goal 2: Solidify a clear school-wide identity in terms of College & Career Readiness (LCAP Priorities - Broad Course of Study, Student Achievement, and Student Engagement)

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 2.1: Reinforce College Prep orientation of school

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	
<p>Expand counseling services and/or number of counselors:</p>			X	
<p>Expand role of current guidance counselors</p> <ul style="list-style-type: none"> Continue to train counselors in Naviance Deploy Counselors to classrooms to give college presentations Reallocate time of counseling staff to focus more on 9th and 10th grade students in order to proactively influence college/career readiness 	X	X	X	<p>- Possible training costs - Increase # of PCC students to assist in presentations</p>
<p>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>	X	X		

DRAFT El Camino Real HS LCAP Goals and Actions by Year

Reinvigorate implementation of AVID program	X	X	X	X	Release time for team meetings Tutor costs 20K
<ul style="list-style-type: none"> Increase AVID tutorial component Required PD for AVID site team 					
Enroll more students in higher-level math (i.e., beyond Algebra II)	Planning	X		X	
<ul style="list-style-type: none"> Offer regular Statistics, Math Analysis, and AVID Calculus 		X		X	-- AP teachers need to be brought into the conversation to clarify increased access goal
Expand student access to AP classes; become more proactive about supporting more students regardless of level					
<ul style="list-style-type: none"> Increase # of sections in high demand classes (i.e. English) 		X		X	Counselor time and contract with
Increase collaboration with colleges and universities (upward articulation)		X		X	Upward Bound?
Implement PSAT exams for grades 9 th -11 th school wide	X	X		x	40K

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Strategy 2.2: Strengthen the connection between student learning and real-world relevance (including career planning)

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	Responsibility
Provide relevant, real-world curricular materials for project-based learning to departments as needed	X	X	X	PD time for departments (e.g., release time to examine other schools)	PD Committee
Involve students in field trips or guest speakers tied to an academic or CTE class annually <ul style="list-style-type: none"> Disburse funds by department 	Planning	X	X	Could be substantial	
Scale up existing and develop one additional Career Pathways (i.e., a sequence of 3 or more classes) to allow student to explore their career interests and engage in project-based and applied learning <ul style="list-style-type: none"> Currently have Careers in Entertainment and Art (CEA) and Art/Fashion Design which cover "Arts, Media, and Entertainment" and perhaps the "Fashion and Interior Design" industry sectors CA has identified a total of 15 industry sectors for CTE pathways (see: http://statecenter.com/resources/industry-sectors) 	Planning	Planning	X	Will likely require funding additional CTE staff and electives	
By the end of 9 th grade, identify each students' career/industry sector interests and then provide counseling on educational requirements for different careers in that sector <ul style="list-style-type: none"> Integrate with Naviance during Career & College Readiness course and during 9th grade classroom visitations by counselors 		X	X	Train 9 th grade English teachers on Naviance?	
Provide increased information regarding trade schools/certification programs <ul style="list-style-type: none"> West Valley Occupational Center and/or Pierce College (redevelop relationship that was headed by Career Advisor) 		X	X	Career Advisor (potential new position or redeploy existing resources)	
Partner with community businesses and organizations			X	Career Advisor	

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to provide internships, field trips, job shadowing, and project based learning				(potential new position or redeploy existing resources)	
Add a Career Advisory position to staff			X	Personnel cost	
Require a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc.)	Planning	Planning	X	Counselor time/Department time	
<ul style="list-style-type: none"> • Naviance covers all but sample work • Roll out through Career & College Readiness elective? • Have benchmarks by grade 					

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GOAL 3: Ensure that all students receive personalized support to succeed (ICAP Priority under "Pupil Outcomes" - Student Achievement - and "Engagement" - Student Engagement & School Climate)

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 3.1: Close existing achievement gaps

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	Responsibility
Expand AP preparation ("AP Bridge") over the summer	X			Pay for staffing of program 50K	
Expand the role of the Black Student Union	X	X	X		BSU Sponsor
Provide life skills training for Latino and African American youth through "The Village" and "La Familia" assemblies, field trips, and guest speakers	X	X	X		La Familia Sponsor
Hispanics Scholars Club (part of La Familia)					
Implement Guardian Scholars Program for Foster Youth (with Pierce College)	X	X	X		Administrator and faculty advisor
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	X	X	X		
Provide college tutor at least one period for EL students, focused on those who struggle with writing focus on academic skills (for CELDT?).	X	X	X	Tutoring coverage Title III funding	

Strategy 3.2: Improve the 9th grade transition to high school

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	
Define structure and curriculum for Summer Bridge Program for incoming 9 th graders identified as needing extra help	Planning	X	X	9 th grade coordinator	
<ul style="list-style-type: none"> Target students not meeting new 8th grade "HS-ready" standard Align with first semester math classes (for 					

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example)?					
<p>Improve Freshman Orientation Process, Support, and Follow Up</p> <ul style="list-style-type: none"> • Investigate options such as Freshman First Day, Link Crew, etc. • Set up evening program for parents and students; day program for students (the latter would be student-led with current students) • Have Coordinator follow Bridge students throughout the entire year 	Planning	X	X	9 th grade coordinator	

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Strategy 3.3: Expand intervention services – during school and extended day – to students of all grades requiring additional support

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required
Provide diagnostic testing in reading and math for incoming freshman in Math and Reading to aid in correct placement consistent with skill and ability level and/or to support differentiation	Planning	X	X	Possible cost for assessment licenses or tools
Restructure and expand 7 th period intervention courses to targeted students <ul style="list-style-type: none"> Move from Homework Help to more structured program of support, particularly in Math 	X	X	X	Funding for overtime Need to recruit and fund staff Add Science teacher?
Continue to utilize Student Success Team model for struggling students	X	X	X	
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	X	X	X	10K
Provide extended library to provide educational options for students who may not have access to internet, computers, or printers	X	X	X	\$250K Title I
Continue to offer Summer School focused on credit recovery	X	X	X	
Continue to offer online credit recovery programs (e.g., Ingenuity)	Piloting	X	X	
Provide peer mentoring, tutoring and support groups <ul style="list-style-type: none"> Continue to train a cadre of peer mentors for the PAL (Peer Active Listeners) 	X	X	X	20K
Provide pilot technology-based literacy intervention programs to assist under-performing students <ul style="list-style-type: none"> Chrome books for EL and Title I students 	X	X	X	- Mobile tech carts with tablets - Connectivity and WiFi costs

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Provide nutritional snacks for students in the extended Intervention programs	X	X	X	32K	
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Strategy 3.4: Provide non-academic supports that meet the holistic needs of students

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	Responsibility
Refer targeted students to: <ul style="list-style-type: none"> • Tarzana Treatment Center • Anger Management • Anxiety Group • Body Image Group 	X	X	X		
Develop a cadre of peer mentors for the PAL (Peer Active Listeners)		X	X		
Refer targeted students to the Body Image Group and Anger Management programs.	X	X	X		
Refer targeted students to mental health/therapy services on- or off-campus.	X	X	X	Sterling, Philips Graduate Institute, and Tarzana Treatment Mental Health Services	
Strengthen Transdisciplinary Support Team (TST) model	X	X	X		
Introduce communication tools (e.g. ticket system, Google Doc) to close the feedback loop between the Attendance Coordinator and teachers.	X			Email system (same as that needed for facilities)	

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GOAL 4: Parent Community Engagement (LCAP Priority under "Engagement - Parent Involvement")
 Build parents' capacity as partners in supporting and monitoring their child's educational progress.

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 4.1: Improve school-to-home communication

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	
Redesign the school website to include links to monthly electronic parent newsletter and options for parent volunteerism and the Parent Center on campus <ul style="list-style-type: none"> Address technology interface and bandwidth issues 	X				
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	X	X	X		
Provide curricular and educational night(s) for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies) – NEW, will require some development and teacher buy-in		X	X	Budget for food and outreach costs	
Introduce student led conferencing <ul style="list-style-type: none"> Phase-in, building on work from AVID. 		X	X	PD for staff	

Strategy 4.2: Increase parental input into school decision-making.

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	
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	X	X	X	Survey	
Recruit parents into PTSA, La Familia, and the Village Nation	X	X	X	Parent volunteers	

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Provide parent workshops/training on: <ul style="list-style-type: none"> • school governance and parent rights • counseling night (one counselor stays late per week) • College knowledge night (by grade level) • special education parent informational trainings 	X	X	X		
Include opportunities of non-English speaking parents to meet with a bi-lingual counsel after school hours	X	X	X	Evening Counsel meetings Title III funding \$5K	

Strategy 4.3: Increase parental participation in programs serving targeted students and subgroups.

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	
Use La Familia and The Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services. <ul style="list-style-type: none"> • Presentation to faculty to raise awareness 	X	X	X		
Expand the Latino Outreach program, ELAC, and SSC for families of EL students	X	X	X		
Develop a cadre of parent volunteers <ul style="list-style-type: none"> • Link curricular nights to volunteer recruitment • Decide what kinds of parent volunteerism is desired (e.g., guest speakers on careers, college alumni, etc.) 	Planning	X	X		