

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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 2017-2018 school year, 42.85% 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), Academic Enrichment (AE), honors, and Advanced Placement (AP) courses. We boast a diverse student body with the following racial breakdown: 38.34% White; 28.42% Hispanic/Latino; 13.3% Asian/Filipino/Pacific Islander; 4.70% African American; 14.97% Two or More Races; and 0.26% Native American (source: Aeries June 6, 2018). Special Education students, comprising 9.34% of the student population, have access to special day class (SDC) and resource teachers. Additionally, we offer two small learning communities (SLCs), Humanitas and Advancement Via Individual Determination (AVID). In the 2017-18 school year, ECRCHS offered 24 AP courses, as well as the aforementioned CP, AE, 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.

LCAP HIGHLIGHTS

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

The goals and actions included in the LCAP are a direct result of needs assessment throughout the WASC Self-Study.

Needs assessment findings are categorized under the four goals from our WASC Action Plan:

- Develop and implement data-driven and current educational research instruction for all students;
- Solidify a clear school-wide identity in terms of College and Career Readiness;
- Ensure that all students, especially the underperforming subgroups, receive personalized support to succeed; and
- Build community, organizations and parents' capacity as partners in supporting and monitoring their student's educational progress.

Corresponding actions were developed in response to direct stakeholder input regarding the four goals or areas of need.

- 1) Training and professional development on research-based instructional strategies and teaching methods;
- 2) Implementing key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction;
- 3) Building the capacity of school staff to understand, interpret, and use data to guide and modify instructional decisions;
- 4) Creating stronger linkages between student learning and real-world relevance (including career planning);
- 5) Improving 9th grade transition and increased counselor support around college and career earlier in a student's tenure;
- 6) Expanding intervention services (in-school and out-of-school); and
- 7) Increasing home-to-school communication and parent input into school decision-making.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

- Steady annual growth working with subgroups to close the achievement gap.
- Addition of comprehensive alternative education program working with ECRHS' most at-risk student populations to recover credits.
- Professional development committee implemented meaningful training led by teachers to help their colleagues integrate the Common Core State Standards (CCSS) into daily lesson plans.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

- Systematic method that the teachers and administration can use to train teachers and administration, to ensure that everyone stays on the same page.
- Building the capacity of school staff to understand, interpret, and use data to guide and modify instruction.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

- One of the major challenges ECRCHS faces is the bifurcation in faculty understanding of current research based pedagogy. Some have the training and confidence to integrate CCSS, but others lack a uniform knowledge base and comfort level with the teaching techniques that research shows improve student learning.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Redesign Intervention Coordinator position to:

- 1) Work collaboratively with EL Coordinator and EL Coach, the Homeless and Foster Youth coordinator and other student support staff to oversee, evaluate and coordinate the creation of an Response To Intervention (RTI) program focusing on academic skills intervention for struggling students.
- 2) Develop a Language Appraisal Team (LAT) charged with the responsibility of monitoring and supporting the progress of all English Learners. The LAT team will:
 - Ensure appropriate instruction, support, and intervention strategies are provided for all EL and LTEL students;
 - Monitor and ensure all RFEP students continue to make progress and achieve academic proficiency;
 - Monitor EL progress to ensure they meet minimum progress and;
 - Implement Ellevation web-based SIS program designed to support staff in student data analysis, EL reports, teacher collaboration and classroom instruction.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 40,024,459

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 2,121,473

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

We believe the LCAP was designed to address each of the needs identified above. The bulk of the work reflected below will take the shape of training and implementation of processes to ensure a systematic approach to communication, education, and accountability.

\$ 32,678,749

Total Projected LCFF Revenues for LCAP Year