

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](#): 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

Describe the students and community and how the LEA serves them.

Environmental Charter High School (ECHS) prepares students for 4-year colleges by equipping all students with the knowledge and skills to graduate from college while inspiring them to discover their own sense of purpose. ECHS works to empower students to become quality stewards of their community and world.

Since its inception in 2000, ECHS has provided students with a unique learning experience that utilizes environmental service learning to inspire students to find authentic meaning in their studies. ECHS is part of a growing network of schools that serves students from Lawndale, Hawthorne, Gardena and other surrounding Los Angeles neighborhoods. Our students are resilient, prepared for college, motivated to continue their learning, and they desire to positively contribute to their community.

ECHS's design principles include a small learning community; a challenging, interdisciplinary core academic curriculum; authentic challenges culminating in service learning projects; and partnerships with the local community. We believe that students learn better in smaller environments, where there is much support from teachers, parents, and the community. We hold students to high expectations by providing only a college prep path-- students cannot receive Ds and must always take the most rigorous course load available, including four years of math, history, and other core subjects. Not only do our students graduate with the A-G requirements needed for admission into the California State University (CSU) and University of California (UC) systems, but they are required to apply and be admitted to a four-year college. Our teachers use learning expeditions, problem-based learning, thematic interdisciplinary instruction, and service learning instructional strategies to make connections, so students can apply content standards to real-world problems in the local community. The instructional pedagogy is consistent with the development of students' higher order thinking skills.

College & Career

College Preparation: ECHS provides a rigorous college preparation program. Classes at Environmental Charter Schools are demanding and place an emphasis on critical thinking, problem solving, and college readiness. Students complete college-level research projects, visit with numerous colleges including USC, UCLA, Pitzer, Dartmouth, and Vassar, are provided with SAT prep. The results are extraordinary: Although only 34% of LAUSD students have completed the coursework needed to apply to a 4-year college or university, a full 98% of ECS high school graduates have done so. In 2016, 97% of graduates received admission to a four-year higher education institution.

Workforce Preparation: ECS' Green Ambassadors Internship program provides students with a window to what comes after high school and often opens doors to employment opportunities. Interns serve as "junior consultants", working alongside partners participating as equals, applying the knowledge then learned in the classrooms in real ways. The 2016 audit was of the Venice, CA offices of MaCher. President Derek Hydon praised, "You have something quite extraordinary going on [at ECS]!"

This summer, Green Ambassadors interns became some of the first people under the age of 18 to become LEED (Leadership in Energy and Environmental Design) Green Associate accredited and will be keynoting the California Green Schools & Colleges Summit. Lastly, all ECS 12th grade students participate in our Senior Thesis Service Learning Project – a college-level research project that includes job shadowing.

ECHS also partners with organizations, including College Match, the YMCA, 5 Gyres, LA Maritime Institute, LA Bike Coalition, Los Angeles Conservancy, Space X, OTIS College, and Dogeared to provide students with project-based learning and hands-on exploration of subjects that engage academics, service, and student interests. This gives students real-life exposure to opportunities and networks that can help them secure a pathway to higher education and succeed in the workforce.

OUTDOOR ED

ECS' outdoor education programming is comprised of trips promoting environmental awareness, interpersonal skills, group cohesion through team-building activities, landscape explorations, wilderness expeditions and fun! Students in every ECS grade level (9-12) participate. The trips feature developmentally appropriate challenge levels. The younger students start with easier expeditions, which scale in difficulty and scope as they mature. During the trips, students meet leaders at trailheads, receive safety and site orientations, and are introduced to features of the local natural environment.

Prior to coming to ECS, many youth have never engaged in outdoor experiences. Yet over the course of their time with ECS, students will have participated in one to three-day outdoor education field trips. Students backpack and camp on the Pacific Crest Trail, Joshua Tree National Park, Catalina Island, the Santa Monica Mountains, Los Padres National Forest, Idyllwild, San Bernardino National Forest, Angeles National Forest, Big Sur, and Yosemite.

ECS teaches the importance of preserving and protecting access to green spaces for play across Los Angeles and even across the country. Every spring, Environmental Charter High School students join the Pacific Crest Trail Association in Washington, D.C. to "Hike the Hill" in an effort to advocate for environmental education initiatives within urban communities. ECS students who have volunteered with the PCTA on the Pacific Crest Trail spoke passionately and candidly about their outdoor experiences in front of numerous policy makers.

Attendees included Congresswoman Maxine Waters and Loretta Sanchez and representatives from both the US Forest Service and Bureau of Land Management.

ECS' partnerships also include the National Forest Foundation - which takes ECS' 10th grade students on day trips to the Big Tujunga Restoration Area in the Angeles National Forest every fall - and The Nature Conservancy (TNC)'s highly competitive LEAF program. These partnerships are exemplary of how ECS brings the lessons learned outdoors back to its campuses surrounded by concrete and freeways. In between outdoors trips students explore the themes of systems thinking and biodiversity of Los Angeles that bring not only students to the outdoors, but the outdoors to ECS students.

LCAP Highlights

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

Goal #1: Ensure operations and facilities are mission-aligned, meet the needs of the educational program and facilitate achievement of student learning outcomes.

This goal addresses the following State Priorities:

- **State Priority 1: Basic Services**
- **State Priority 7: Course Access**

ECHS facilities have been clean and in good repair throughout 2017-18. At 513 students, ECHS is at 99.6% of its enrollment goal, and our facilities provide sufficient classrooms to accommodate current enrollment. The class to student ratio in 2017-18 is 1:27, and 100% of students are participating in our educational program. Although there is sufficient space for students and classrooms, ECHS' long-term facilities goal is to replace 9 modular buildings with 16 double story modular structures, increasing the number of classrooms by 5 and increasing the number of offices and meeting spaces. We have contracted with the Cunningham Group and are in the process of seeking project approval from our authorizer and landlord, Lawndale Elementary School District, and from the City of Lawndale. These additional facilities will allow for more flexible classroom spaces including science labs & maker spaces and increase the number and type of course offerings available. In response to teacher and staff feedback, ECHS created a dedicated space where teachers can meet, plan, collaborate, and work more effectively and efficiently.

All pupils at ECHS are enrolled in a broad course of study, and 98% of students in 16-17 completed their A-G requirements, qualifying them for entrance into a 4-year university. Students with exceptional needs are mainstreamed into the general education setting, and all students with exceptional needs are enrolled in proper programming based on their goals and individualized education plans.

Goal #2: Improve outcomes for all students by improving instruction and programs.

This goal addresses the following State Priorities:

- **State Priority 2: Implementation of State Standards**
- **State Priority 4: Pupil Achievement**
- **State Priority 8: Pupil Outcomes**

This goal addresses the following WASC Action plan goals:

- **WASC Action Plan Goal 1: Develop systems of support beginning in the 9th grade school year to increase overall passage rates on the culminating writing assessment, the Senior Thesis Project. Improve the percentage of students who are proficient (standards met) as measured in the ELA CAASPP >70%.**
- **WASC Action Plan Goal 2: Improve College readiness by strengthening the AP Passage rates**
- **WASC Action Plan Goal 3: Improve math proficiency rates across all grade levels as indicated on multiple measures throughout the scope and sequence of math curriculum (ex: SBAC/CAASPP, IABs, NWEA, in-house assessment sequence, AP exams, etc.)**

To further support student learning and implementation of state standards, all teachers participate in the ECS Teacher Development System (TDS) system, which provides extensive professional development on the ECS Teaching Best Practices and includes progress-monitoring, coaching, and evaluation of teacher's performance throughout the year. Administrators and instructional coaches use an online platform called TeachBoost to monitor teachers' performance and growth through classroom observations.

The TDE system also allows teachers to receive instructional coaching support in creating standards-aligned curriculum. 100% of ECHS teachers attended professional development on the State Standards and ECS Teaching Best Practices in 2017-18, and many attended external professional development on Common Core State Standards (CCSS), English Language Development (ELD) standards, and Next Generation Science Standards (NGSS).

To monitor student progress and use data to inform teacher instruction and school goals, ECHS currently uses multiple measures including Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), California Assessment of Student Performance and Progress (CAASPP), and the Early Assessment Program (EAP). These data sets inform how we tailor instruction for all students, including special populations such as English Learners (ELs), Students With Disabilities (SWDs), and Socio-economically Disadvantaged students (SEDs). To streamline our data and allow teachers to more easily access it, ECHS has an in-house data manager as well as a data coach to support teachers and administrators in analyzing student achievement. ECHS also has a license with Schoolzilla to help us access data in real time, better use data to inform instruction and create visual representations of important data that could more easily be shared with internal and external audiences.

Math

ECHS continues to invest resources into the math department by paying stipends for teachers to refine the department's vertical alignment and scope and sequence, sending teachers to attend external professional development, and implementing a math lab, which is an after school tutoring opportunity open to all ECHS students. Additionally, ECHS offers Bridge to Math 2 and Bridge to Math 3, summer school courses focused on preparation for higher-level math rather than on remediation. In 17-18 ECHS partnered with UCLA Math Project (UCLAMP) to provide math teachers and site administrators with math professional development. ECHS also piloted an MQI coaching and observation protocol through Harvard Graduate School of Education, and three math teachers participated in the pilot. In 18-19 ECHS will continue work with Harvard Graduate School of Education and UCLAMP, and math department will continue to refine the department scope and sequences and vertical alignment using multiple measures of student achievement data.

English

ECHS continues to employ an ELD coordinator, and in 17-18 CELDT scores improved by 36.46 points - a significant increase from the prior year's average of 8.59 points. Furthermore, 89% of EL students improved their score on the CELDT.

Additionally, the English Language Development (ELD) coordinator supported staff and students by focusing on authentic experiences with language through conversation, reading, listening and writing across disciplines. The ELD coordinator provided professional development on the following topics:

- expression and correct use of academic language in the classroom.
- creating academic vocabulary lists for each class
- classroom strategies that incorporate academic vocabulary
- assessment of academic language in the classroom in both a pre- and post-assessment format.

ECHS students are making great progress towards college readiness. Course passage rates remain high overall, averaging around 86% as of mid-2017-18, and although we do not yet have AP test passage rates for 2017-18, 30.2% of AP test takers received passing scores in 2016-17. Additionally, In 2016-17, 21% of our Early Assessment Program (EAP) English test takers, and 5% of our EAP Math test takers, achieved results of "Standard Exceeded." This means that these students have already met the California State University requirements for college-level coursework. An additional 49% of our English test takers and 26% of our math test takers are on track to meet this standard by their graduation. The percentage of students meeting or exceeding the standards in both math and English surpasses that of the state average.

In 2016-17, 98% of our seniors had completed their A-G requirements for University of California college admission, and ECHS seniors achieved a graduation rate of 98.2%, far exceeding the graduation rate for the state of California. Furthermore, ECHS received a Very High Status on the College Career indicator overall. According to the College/Career indicator on the CA Dashboard, 71.6% of ECHS seniors from the class of 2017 were prepared for college/career.

Goal #3: Develop a school culture that supports student learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability.

This goal addresses the following State Priorities:

- **State Priority 3: Parental Involvement**
- **State Priority 5: Pupil Engagement**
- **State Priority 6: School Climate**

This goal addresses the following WASC Action plan goals:

WASC Action Plan Goal #4: Continue to improve school climate and provide students with a safe, inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect.

Throughout the year ECHS holds events to involve parents and families and the larger community in our students' education. These events include mandatory parent conferences, Back to School Night, Honor Roll Night, an annual Day of the Dead event, Community Forum, Earth Carnival, Senior Thesis, Slam Poetry presentations, Green Ambassador student presentations, and more. These events allow parents, community members, partners and other stakeholders to interact and communicate with teachers and staff on a regular basis, and these events also allow students to showcase their learning.

ECHS administration has been gathering and implementing parent and guardian feedback through informal and formal input. Having an open door policy allows for parents and families to communicate their concerns around student safety, academic performance, and additional questions with the principal and assistant principal regularly. These conversations have allowed for parents, students, and administration to have a common understanding of the discipline plan and create a community that supports student learning with input from all stakeholders. Parent and Family Conferences were used at ECHS to present test scores such as NWEA and PSAT growth as well. Student-led conversations around data have increased the authenticity and value of the data and these conversations ensure parents, teachers, and students are working together to increase student achievement.

ECHS staff encourages students to build and create spaces on campus for their voices to be heard. Students participating in the Gay Straight Alliance club have held pep rallies, organized a school-wide Day of Silence, and presented to staff and students the importance of creating safe spaces for all our students. GSA has spearheaded ECHS' efforts to create bathrooms on campus that support all gender variances. Students participating in the Black Student Union have organized events for Black History Month and have collaborated with Families of ECHS and the Equity and Diversity Task Force. This collaboration led to the creation of an additional parent group, Black Families of ECHS. The Equity and Diversity Taskforce also identified an initiative to better serve our African American students by focusing on recruitment, retention, and academic achievement. Additionally with the creation of the Ethnic Studies course, Equity and Pedagogy Coalition met during first semester and focused on the four pillars of ethnic studies to identify ways to implement ethnic studies principles across disciplines and grade levels. Furthermore, families identified the need to incorporate culturally relevant curriculum and representation into all courses and hold more events that authentically represent and celebrate the students and their backgrounds and identities; this feedback will inform curricular decisions starting in the 18-19 school year.

With three full-time counselors and an on-site MFT, ECHS has been able to better provide academic and social-emotional support to students at-risk of dropping out, increase student engagement, and provide teachers with strategies for supporting students struggling with academic, behavioral, and chronic absentee issues. One indicator of student engagement is our chronic absenteeism rate, which is very low at 1.7%. Furthermore, average daily attendance remains high at 97.71%.

ECHS' progressive discipline plan, which includes extensive collaboration between administration, counselors, teachers, families, and students, has also been effective, as measured by ECHS' suspension rates, which remain around 2.1% school wide, and as of this writing no students have been expelled in the 2017-18 school year. These are indicators of ECHS' successful efforts to maintain a connected, safe community which we will also be able to measure through the Healthy Families and Healthy Kids surveys, distributed in Spring of the 2017-18 school year.

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

Goal #1: Ensure operations and facilities are mission-aligned, meet the needs of the educational program and facilitate achievement of student learning outcomes.

This goal addresses the following State Priorities:

- State Priority 1: Basic Services
- State Priority 7: Course Access

State Priority 1: Teachers at ECHS are appropriately assigned and fully credentialed with the exception of one teacher, who is currently enrolled in university credential program and expected to receive their preliminary credential in June 2018. Having formed a partnership with Antioch University in 2016-17 to provide on-site induction programming in order for teachers to clear their teaching credentials, 8 teachers cleared their credentials in June 2017, and three teachers are on track to clear their credentials in June 2018. Moreover, ECHS has decreased its turnover rate dramatically over the past two years. In 2017-18, one staff member left to pursue a different career, and all other ECHS teachers and staff returned from the previous year.

Pupils at ECHS have sufficient access to standards-aligned instructional materials and technology. Part of ECHS' mission is to equip all students with the knowledge and skills to graduate from college, and one of ECHS' student learning outcomes (SLOs) is for students to effectively read, write, listen and speak across media in the 21st century. Our mission-aligned investments in a Mac computer lab, classroom, laptop carts, and technology support have helped ECHS meet the needs of its instructional program and have facilitated the achievement of our SLOs.

ECHS facilities are maintained in good repair, and ECHS has also provided high quality technology support for teachers. ECHS contracts with Charter School Tech, a technology support company, so teachers can create common core-aligned curricular materials and gain confidence and expertise using instructional technology. With this change, access to technology has risen dramatically. Every classroom has a Chromebook cart, so every student has access to a laptop every period, and 95% of teachers reported being satisfied or very satisfied with the speed of technology solutions and support this year. Other internet and system upgrades are currently expected to be completed in the summer of 2018.

State Priority 7: All pupils at ECHS are enrolled in a broad course of study, and 98% of students in 16-17 completed their A-G requirements (**17-18 data pending**), qualifying them for entrance into a 4-year university. Additionally, programs and services have been developed and provided to unduplicated pupils and individuals with exceptional needs. Some of these programs and services include:

- Extended School Year support
- Paraeducators to support English Learners and students with exceptional needs
- ELD support classes
- Counseling support through Richstone and Didi Hersch, local community partners

Goal #2: Improve outcomes for all students by improving instruction and programs.

This goal addresses the following State Priorities:

- State Priority 2: Implementation of State Standards
- State Priority 4: Pupil Achievement
- State Priority 8: Pupil Outcomes

State Priority 2: To monitor student progress and use data to inform teacher instruction and school goals, ECHS currently uses multiple measures including Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), California Assessment of Student Performance and Progress (CAASPP), and the Early Assessment Program (EAP). These data sets inform how we tailor instruction for all students, including special populations such as English Learners (ELs), Students With Disabilities (SWDs), and Socio-economically Disadvantaged students (SEDs). To streamline our data and allow teachers to more easily access it, ECHS hired a data manager as well as a data coach for the 2016-17 school year. We also purchased a license with Schoolzilla to help us access data in real time, better use data to inform instruction and create visual representations of important data that could more easily be shared with internal and external audiences. Data-Driven coaching and teaching has led to improvements in achievement for unduplicated pupils (UDPs); this is attributed to action 1J under Goal 1, which was an improvement in services to UDPs in the 2017-2020 LCAP.

ECHS also employs an ELD Coordinator to provide ELD support classes for ELs and ensure that programs and services will enable ELs to access the CCSS and ELD standards for the purpose of gaining academic content knowledge and English language proficiency. The ELD coordinator also provides PD to all teachers and supports administration in ensuring that all teachers are teaching and assessing ELD standards.

State Priority 4: ECHS has seen increases in pupil achievement using assessment data; ECHS' Math Distance from 3 improved slightly by 0.3 on CAASPP Math.

Additionally, 89% of EL students improved their score on the CELDT in 16-17, and CELDT scores improved on average by 36.46 points in 16-17 - a significant increase from the prior year's average of 8.59 points. Additionally, 13 EL students reclassified in 2017-18 year, which was the same number that reclassified in 2016-17 (note: in 16-17 this was 81% of all EL students, and in 17-18 this was 72% of all EL students). Action 2B in goal 2 has supported the development and achievement of EL students in the 2017-18 school year and was an improvement in services to UDPs in the 2017-2020 LCAP. In 17-18, ECHS administered the Summative ELPAC for the first time. Of the 29 students who were assessed, 55% received "Well Developed" proficiency levels, and another 31% received "Moderately Developed" proficiency levels. No students received a "Minimally Developed" proficiency level.

Graduation rates increased to 96.6% in 2016-17 (**17-18 data pending**), and graduation rates for subgroups are as follows:

- English Learners: 97.7% (+18.3%)
- Socioeconomically Disadvantaged: 96.9% (+6.6%)
- African American students 100% (+15.8%)
- Hispanic students: 97.7% (+7.3%)

Action 2C under goal 2 supports the achievement of UDPs by providing extensive academic as well as social-emotional counseling services and ensuring that students are college and career-ready. This was an improvement in services to UDPs in the 2017-2020 LCAP. As a result, 98% of students in 16-17 completed their A-G requirements, and according to the California School Dashboard, ECHS' College/Career status for students in the class of 16-17 is Very High at 71.6%, and it's Very High for all major subgroups except the EL subgroup, which is Medium at 46.7%.

97% of students in the graduating classes of 2016 and 2017 (**17-18 data pending**) were accepted into a four-year university. 70% of current seniors met or exceeded the standard on the EAP English assessment. These results are attributed to Action 2E in goal 2, which provides students with college readiness courses each year;

students are also provided with free SAT and ACT prep in their 11th grade college readiness course. This was an improvement in services to UDPs in the 2017-2020 LCAP.

Action 1K in goal 1 has supported the Teacher Development System (TDS) at ECHS; this was an improvement in services to UDPs in the 2017-2020 LCAP. Professional development for teachers and the instructional coaching cycle have allowed teachers to focus on student assessment in 2017-18, and course passage rates have remained high for students overall. Additionally, SEDs course passage rates in English and math are 86% and 79%, respectively, at the mid-year mark.

State Priority 8: (see appendix 8)

Course Passage Rates (mid-year / end of year)	
English	85% / (17-18 EOY Data Pending)
Math	79% / (17-18 EOY Data Pending)
Science	81% / (17-18 EOY Data Pending)
Social Studies	95% / (17-18 EOY Data Pending)

Goal #3: Develop a school culture that supports student learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability.

This goal addresses the following State Priorities:

- State Priority 3: Parental Involvement
- State Priority 5: Pupil Engagement
- State Priority 6: School Climate

State Priority 3: In order to involve more families, including families of students with exceptional needs and unduplicated pupils, ECHS has made a concerted effort to increase the number of opportunities to gather parent/guardian input in order to inform decision-making for the school site. In 2016-17 ECHS created a Family & Community Liaison position in order to create quality parent/guardian events, workshops, and opportunities, and ECHS also created an Equity & Diversity Task Force (EDTF) in 2016-17, comprised of different stakeholders; the main objective of the EDTF is to collect and analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program. The Family and Community Liaison and task force have enabled ECHS to gather specific feedback from students and their families, which have informed programming, events, and offerings for the 2017-18 school year. Moreover, the percentage of parents/guardians participating in schoolwide events and workshops has increased from 34% to 89.4%, and 80% of parents/guardians have attended parent conferences in the 17-18 school year. ECHS has also seen an increase in parent/guardian engagement from parents/guardians of UDPs; 89.7% of parents/guardians of SEDs have attended events and workshops while 81.8% of parents/guardians of ELs have attended schoolwide events or workshops, which ECHS attributes to Action 3A in Goal 3. This goal was

an improvement in services to UDPs in the 2017-2020 LCAP and includes purchasing translation equipment and hiring professional interpreters to provide quality written translations at meetings and events.

State Priority 5: ECHS has a high level of student engagement as measured by its chronic absenteeism rate, which remains low at 1.7% in 2017-18. Average daily attendance remains high at 98.1% for 2017-18, and 98.2% of students from the class of 2017 graduated (2017-18 data pending). In 16-17, the dropout rate was just .2%.

One of ECHS' local metrics for student engagement includes attendance on outdoor education field trips, and this year 93%(2017-18 data pending) of students attended their grade-level outdoor education trip to the following places:

9th: Catalina

10th: Joshua Tree- Base camping

11th: Joshua Tree- Backpacking

12th: Yosemite

State Priority 6: ECHS maintains a positive school climate in which students feel safe. One way ECHS has worked to improve school climate is by providing a robust after school program, tailored to students' interests; this is captured in Action 3D under Goal 3 and was an improvement in services to UDPs in the 2017-2020 LCAP. Suspension rates remain below 2% (2017-18 data pending) school wide, and as of this writing no students have been expelled in the 2017-18 school year. According to the California Healthy Kids Survey (CHKS), 69% of students report feeling safe or very safe at school.

ECHS also distributed the California School Parent Survey in 2016-17 (2017-18 data pending), and 96% of parents/guardians agreed or strongly agreed that ECHS is a safe place for their student(s). 95%(2017-18 data pending). of parents/guardians reported that ECHS has adults who really care about their students.

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

Referring to the LCFF Evaluation Rubrics, ECHS does not have any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange." However, based on data analysis and our 17-18 WASC Self-Study, we have identified the following areas of need:

State Priority 2: Implementation of State Standards

Develop systems of support beginning in the 9th grade school year to increase overall passage rates on the culminating writing assessment, the Senior Thesis Project. Improve the percentage of students who are proficient (standards met) as measured in the ELA CAASPP >70%.

ECHS has consistently seen low passage rates on its culminating assessment, the Senior Thesis Project, so ECHS administrators and staff worked to re-design the Senior Thesis Project during the summer and school year of 2017-18.

Over the summer of 2018 and during the 2018-19 school year all departments and teachers will re-evaluate their department vertical alignments as well as each course's scope and sequence to ensure that state standards and content are building upon each other and spiraling throughout the curriculum and grade levels (see action 2Ai). Additionally, ECHS will develop systems of support beginning in the 9th grade school year to increase overall passage rates on the culminating writing assessment in the twelfth grade.

State Priority 4: Pupil Achievement

4F: Pass rate on Advanced Placement (AP) exams- Improve College readiness by strengthening the AP Passage rates.

39.1% of AP test takers received passing scores in 2015-16, and 30.2% received passing scores in 2016-17 (2017-18 data pending). In 2017-18 all AP teachers attended professional development and conferences to increase content knowledge and stay abreast of information regarding AP courses and exams. Additionally, ECS personnel provided support with:

- data analysis and visualization
- planning
- delivering teacher and administrator professional development
- curriculum selection
- program evaluation, and
- strategic planning

ECHS will continue to focus efforts on improving college readiness by strengthening AP passage rates, as measured by the ECHS WASC action plan.

4G: Demonstration of college preparedness pursuant to the Early Assessment Program (EAP)- Improve math proficiency rates across all grade levels as indicated on multiple measures throughout the scope and sequence of math curriculum (ex: SBAC/CAASPP, IABs, NWEA, in-house assessment sequence, AP exams, etc.)

During 2015-16 ECHS began to see improvements in student math outcomes as evidenced by 100% course passage rates in Accelerated Math 9 & AP Calculus, higher passage rates for students with disabilities and 100% course passage rates of socio-economically disadvantaged students in Accelerated Math 9, Accelerated Math 10, and Pre-Calculus Honors. However, scores on the EAP Math exam show that only 5% of ECHS juniors in 2016-17 scored Exempt and qualified for college-level math coursework while 26% scored Conditionally Exempt (2017-18 data pending). ECHS provided after school math labs to provide enrichment and remediation to support unduplicated pupils and help them progress academically (see action 4Ai). ECHS also administered NWEA Measure of Academic Progress and iABs to evaluate student academic growth and evaluate subgroup growth to target instruction in order to raise student outcomes for unduplicated pupils. Moreover, ECHS participated in a math initiative, which included a partnership with UCLA Math Project (UCLAMP), which involved professional development, math expertise, and resources to math teachers and site administrators. The UCLAMP partnership also supported ECHS in implementing a lesson study and collaborative assessment protocols and student work analyses to evaluate strategies and improve math achievement for unduplicated pupils. ECHS will continue this work in 2018-19 and will also use multiple metrics to assess math achievement across grade levels.

State Priority 6: School Climate- Continue to improve school climate and provide students with a safe, inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect.

In 2017-18, 54% of students reported a high level of connectedness at ECHS - an increase from 46% the prior year. In 2017-18 The ECHS Equity and Diversity Task Force partnered with Families of ECHS, and together they worked with students, families, teachers, administrators, the ECS board, and other stakeholders to collect and analyze data and identify educational and cultural inequities within the educational program that were contributing to the low percentage of students reporting a sense of connectedness. ECHS also focused specifically on recruitment, retention, and achievement of African American students. ECHS will continue work with EDTF and Families of ECHS in the 2018-19 school year.

Additionally, ECHS will provide incoming 9th grade students with a 2-week long summer bridge program in order to ease students' transition into a new school, introduce them to older ECHS buddies and mentors, and connect them to ECHS campus and culture in order create a sense of belonging and connectedness.

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

No performance gaps as defined.

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.

Increased or Improved services

Goal 2 Action D

ECHS will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement for unduplicated pupils

(State Priority 4A. – local metric)

Increase: Release time will be provided over summer or during the school year for scope and sequencing, vertical alignment, course evaluation, textbook selection, integration of SBAC questions into curriculum and assessment, etc.

Increase: Principal and one math teacher will attend summer institute at Harvard to improve coaching and instruction at ECHS

Increase: Math teachers will opt in to MQI coaching model and receive coaching sessions twice per month throughout year

Increase: ECHS will provide the following events, communications, and workshops in order to help parents/guardians understand how to support their students in being college and career ready and get feedback to best serve students and their families:

1. Math Night for all families and subgroup families
2. Course placement policy communication meeting
3. Parent Conferences (data share out- PSAT, SAT, NWEA, etc.)
4. Families of ECHS
5. Data share out at SSC/ ELAC

Improvement: ECHS will implement NWEA self reflections to help students

	<p>understand their progress and levels of achievement</p> <p>Improvement: ECHS will purchase or license software and curriculum that helps students connect content to the real world (Mathalicious, Geogebra, Newsela etc.). Educational software such as Edgenuity will provide Individualized_math and English Learning Plans for target students, including ELs</p> <p>Improvement: ECHS will continue to partner with UCLA Math Project to ensure that math teachers receive quality professional development in order to improve instruction of mathematics and increase students achievement</p> <p>Improvement: ECHS will continue to partner with Harvard Graduate School of Education to ensure that math teachers receive quality mathematics coaching in order to improve instruction of mathematics and increase students achievement</p> <p>Improvement: Math teachers will engage in lesson studies, benchmark protocols, and student work analyses at least once per month to monitor student performance in math throughout vertical alignment</p> <p>Improvement: Math department and administration will evaluate student achievement data mid year and at the end of the year to project course placement (for example, moving between accelerated and integrated programs); this will inform master schedule planning for following year. Additionally, counselors, principal, and math department will use department team time once per month to analyze student achievement data and identify struggling students and provide appropriate interventions and supports, including mandatory tutoring and math lab attendance</p> <p>Improvement: ECHS will continue to develop a comprehensive long-term plan for the math program, including vertical alignment and assessment.</p> <p>Improvement: IAB training will be provided by Director of Curriculum and Instruction to all math teachers in order to monitor progress of students over time in order to better prepare students for college readiness in math</p> <p>Improvement: Math teachers will visit other school sites and observe/collaborate with other math teachers</p>
<p>Goal 3 Action C</p> <p>The ECHS Equity and Diversity Task Force will work with students, families, teachers (stipends), administrators, the ECS board, and other stakeholders to collect and analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program and build students' sense of connectedness.</p> <p>(State Priority 6C – required local metric)</p>	<p>The following increases/improvements will be implemented:</p> <p>Increase: ECHS will hire a part-time Equity Coach</p> <p>Improvement: Equity and Diversity Task Force will work with Families of ECHS to develop student surveys that specifically address school culture and connectedness at ECHS</p> <p>Improvement: Equity and Diversity Task Force and Families of ECHS to meet with African American parents and students to work toward recruitment, retention, and achievement of African American students</p>

Budget Summary

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

DESCRIPTION	AMOUNT
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Total General Fund Budget Expenditures For LCAP Year	\$ 6,982,859
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 6,982,859

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.

All expenditures are included in LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 6,033,552

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Excellent Operations & Facilities- 1-Ensure operations and facilities are mission-aligned, meet needs of educational program and facilitate achievement of student learning outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

100% of teachers in LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Met. 100% of teachers in LEA were appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
100% of pupils have sufficient access to standards-aligned instructional materials	Met. All students had access to standards-aligned instructional materials.
ECCHS school facilities are in good repair.	Met. The facility received ratings of Good on all inspected systems, and an overall rating of Good according to School Accountability Report Card (SARC).
100% of teachers participated in PD on state standards	Met. All teachers participated in PD on state standards in 2017-18.
100% of EL students have access to CCSS- and ELD-aligned curriculum to gain academic content knowledge and English language proficiency.	Met. All students have access to CCSS and ELD-aligned curriculum.
100% of ECCHS students were enrolled in a broad course of study	Met. All students were enrolled in a broad course of study.
98% of pupils will graduate with their A-G requirements	Class of 2018 data pending Met. 98% of class of 2017 completed all A-G requirements.
100% of students with exceptional needs are enrolled in proper programming and receiving proper services based on their individual education plans	Met. All students with exceptional needs are enrolled in proper programming and receiving proper services based on their individual education plans.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will employ certificated employees necessary to implement educational program.	School employed certificated employees necessary to implement educational program.	Est. Cost: \$2,039,141 Funding Source(s): Base Federal Revenue Other State Revenues Local Revenues Fundraising and Grants Acct. Code: 1000-1999 Certificated Salaries	Est. Cost: \$2,064,079 Funding Source(s): Base Federal Revenue Other State Revenues Local Revenues Fundraising and Grants Acct. Code: 1000-1999 Certificated Salaries

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will employ staff necessary for school operations and facilities to ensure student safety and support implementation of educational program	School employed staff necessary for school operations and facilities to ensure student safety and support implementation of educational program	Est. Cost: \$269,226 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 2000-2999 Classified Salaries	Est. Cost: \$296,690 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 2000-2999 Classified Salaries

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will maintain required insurance and will offer competitive employee benefits packages.	School maintained required insurance and offered more competitive employee benefits packages	Est. Cost: \$858,609 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues	Est. Cost: \$881,972 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and

		Fundraising and Grants Acct. Code: 3000-3999 Employee Benefits	Grants Acct. Code: 3000-3999 Employee Benefits
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational program	School purchased books, materials and supplies to ensure smooth operations and effective implementation of educational program	Est. Cost: \$306,464 Funding Source(s): Base Federal Revenue Other State Revenues Local Revenues Fundraising and Grants Acct. Code: 4000-4999 Books and Supplies	Est. Cost: \$397,195 Funding Source(s): Base Federal Revenue Other State Revenues Local Revenues Fundraising and Grants Acct. Code: 4000-4999 Books and Supplies

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	School leveraged professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	Est. Cost: \$1,098,349 Funding Source(s): Base Federal Revenue Other State Revenues Local Revenues Fundraising and Grants Acct. Code: 5000-5999 Services and Other Operating Expenses	Est. Cost: \$1,219,311 Funding Source(s): Base Federal Revenue Other State Revenues Local Revenues Fundraising and Grants Acct. Code: 5000-5999 Services and Other Operating Expenses

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School site will make capital improvements as required to ensure student safety and support implementation of educational program (One year goal)	School site made plans for capital improvements as required to ensure student safety and support implementation of educational program	Est. Cost: \$429,707 Funding Source(s): Base Federal Revenue Other State Revenues Local Revenues	Est. Cost: \$179,444 Funding Source(s): Base Federal Revenue Other State Revenues Local Revenues

		Fundraising and Grants Acct. Code: 6000-6999 Capital Outlay	Fundraising and Grants Acct. Code: 6000-6999 Capital Outlay
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LEA will work with LESD to eventually replace 9 modular buildings with 16 double story modular structures, increasing the number of classrooms by 5 and increasing the number of offices and meeting spaces. These additional facilities will allow for more flexible classroom spaces including science labs, maker spaces and a student union, and increase the number and type of course offerings available. It will also create dedicated spaces where teachers can meet, plan, collaborate, and work more effectively and efficiently. (One year goal)	LEA worked with LESD to discuss eventually replacing 9 modular buildings with 16 double story modular structures, increasing the number of classrooms by 5 and increasing the number of offices and meeting spaces. These additional facilities will allow for more flexible classroom spaces including science labs, maker spaces and a student union, and increase the number and type of course offerings available. It will also create dedicated spaces where teachers can meet, plan, collaborate, and work more effectively and efficiently.	Duplicated expenditure. Base. See Action/Service 1A and 1B	Duplicated expenditure. Base. See Action/Service 1A and 1B

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support schools implementation of standards implementation and work to secure additional resources needed to implement educational program.	ECS personnel provided ECHS with human resources, accounting, financial, and facilities support to ensure smooth operations. ECS personnel also supported school's implementation of standards and work to secure additional resources needed to implement educational program.	Est. Cost: \$294,127 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 2000-2999 Classified Salaries	Est. Cost: \$304,386 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 2000-2999 Classified Salaries

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Work with LESD to create plan for installing HVAC at ECHS as soon as possible (One year goal)	ECHS worked with LESD to create plan for installing HVAC at ECHS as soon as possible	Duplicated expenditure. Base. See Action/Service 1A and 1B	Duplicated expenditure. Base. See Action/Service 1A and 1B

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Data Manager and ECS certificated staff will oversee coordination between SchoolZilla and other school data sources in order to disaggregate subgroup data for analysis, create data visualizations and respond to teacher and administrator questions about data. All teachers will also participate in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECS will also use TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes will drive improvements in instruction and programs for UDPs. (State Priority 2)	Data Manager and ECS certificated staff oversaw coordination between SchoolZilla and other school data sources in order to disaggregate subgroup data for analysis, create data visualizations and respond to teacher and administrator questions about data. All teachers participated in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECS also used TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes drove improvements in instruction and programs for UDPs. (State Priority 2)	Total Est. Cost: \$118,845 1. \$102,485 Administrators 2. \$8,012 NWEA 3. \$2098 Teachboost 4. \$7,104 Schoolzilla Funding Source(s): Supp/Conc Acct. Code: 1. 1300; 2. 5878; 3. 4320; 4. 4320	Total Est. Cost: \$121,273 1. \$102,485 Administrators 2. \$8,103 NWEA 3. \$2,133 Teachboost 4. \$8,552 Schoolzilla Funding Source(s): Supp/Conc Acct. Code: 1. 1300; 2. 5878; 3. 4320; 4. 4320

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In August new teachers will participate in three weeks of professional development (PD) and returning teachers will participate in two weeks of PD. The focus for summer professional development will revolve around revamping the Senior Thesis Project and department vertical alignment. This focus will allow departments to incorporate all relevant standards, including CCSS, NGSS, and ELD standards, in a way that adequately prepares students for their culminating project senior year. ECHS will be contracting WestEd to provide a three-day intensive Reading Apprenticeship training to all departments, except for math department, which will receive differentiated PD. Additionally ECHS will purchase educational software, provide teacher stipends to conduct research and provide Professional development, create field trip opportunities for students, and cover substitutes for teachers who are participating in the senior thesis re-vamp throughout the year. (Stat Priority 2)	In August new teachers participated in three weeks of professional development (PD) and returning teachers participated in two weeks of PD. The focus for summer professional development revolved around revamping the Senior Thesis Project. This focus allowed departments to incorporate all relevant standards, including CCSS, NGSS, and ELD standards, in a way that adequately prepares students for their culminating project senior year. ECHS also contracted WestEd to provide a three-day intensive Reading Apprenticeship training to all departments, except for math department, which received differentiated PD. Additionally ECHS purchased educational software, provided Professional development opportunities, created field trip opportunities for students, and covered substitutes for teachers who were participating in the senior thesis re-vamp throughout the year. (Stat Priority 2)	Total Est. Cost: \$50,513 1. \$4,200 Newsela 2. \$3,060 Turnitin 3. \$1,867 Proquest, GALE 4. \$14,000 Teacher Stipends for research and PD 5. \$7,500 Conferences 6. \$6000 Substitute coverage 7. \$13,866 Reading Apprenticeship Funding Source(s): Supp/Conc Acct. Code: 1. 4320; 2. 4320; 3. 4320; 4. 1100; 5. 5863; 6. 1103; 7. 5863	Total Est. Cost: \$34,948 1. \$4,200 Newsela 2. \$3,060 Turnitin 3. \$1,867 Proquest, GALE 4. \$4,935 Apple iPads 5. \$5,000 Teacher Stipends for research and PD 6. \$2000 Civic Action field trips 7. \$13,866 Reading Apprenticeship Funding Source(s): Supp/Conc, Fundraising and Grants (GPSN) Acct. Code: 1. 4320; 2. 4320; 3. 4320; 4. 1100; 5. 5863; 6. 1103; 7. 5863

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

ECHS successfully implemented the actions and services listed under goal 1. Actions and services pertaining to HVAC and facilities are expected to be completed in the summer and winter of 2018.

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

Staffing

Resources are available to hire and nurture quality, qualified teachers and provide ongoing professional development. Teacher professional development is a major priority for ECHS. It is our belief that better trained teachers make a marked impact on student achievement. We therefore strive to hire, train, and continue to develop all of our teachers, regardless of years of experience.

Professional Development

New ECHS staff members are oriented to the school's goals and best practices for achieving those goals during 1-week professional development prior to their participation in the all staff professional development (PD) at the beginning of the school year. At the end of the week, new staff members provide feedback about what they learned, evaluate the orientation, and identify areas for ongoing support and training. New staff members continue to be supported via ongoing PD, individual meetings, and needs-based support with leadership, instructional coaches, team leaders, Special Education team, Student Services Department, and department colleagues.

Each year, the leadership team considers a number of factors as they assign teachers in the master schedule and review support staff roles and placements. Teacher credentials, specific training, and experience provide initial suggestions for placement. Since teams work so closely together at ECHS (subject and grade level teams), team dynamics also play a role in this decision-making process. Additionally, as a small community, ECHS staff tends to build off specific strengths of its staff members.

The leadership team has also initiated a process to work with staff members to set yearly professional growth goals, as part of the teacher evaluation/coaching process. When teachers or other staff are interested in growing into specific roles, the leadership team works to foster opportunities for these staff to develop themselves in new areas. Nearly all of the staff in leadership roles at ECHS started at ECHS as teachers or aides. This is an example of how ECHS builds leadership capacity from within the organization, and helps interested employees grow into new positions.

Data Informed Decision-Making

ECHS is highly effective in using multiple types of data to drive ongoing schoolwide improvement. Our data-driven culture includes the collection, disaggregation, and analysis of schoolwide and student data. As of 2014-15 Schoolzilla, our online data platform and visualization software, has enabled us to disaggregate and visualize data, and to build tailored visualizations to answer questions about school improvement as they emerge.

Data is reviewed at all levels of the organization. ECHS administrators review and analyze data with ECS directors and administrators from other ECS schools on an ongoing basis. Data is reviewed at our weekly Instructional Leadership Team meetings for trends, and recommended next steps are shared with departments, grade level teams and individual teachers. Individual teachers review their student assessment data and student work samples with their instructional coach, as part of our Teacher Development System (TDS). Teacher scores on our Best Practices Rubric are analyzed and inform our professional development planning.

Facilities

ECHS' facilities enable the school to maintain a learning environment that meets student and staff needs. Resources include: an established school library with a credentialed librarian, technologically advanced classroom environments (smart boards, document cameras, a laptop cart for every student), campus-wide Wifi, newly remodeled science classrooms, a living stream through the center of campus with a dry creek overflow, urbanite (recycled concrete) amphitheater, campus tour signs, and a bicycle repair shop.

The ECHS campus is well-maintained and in 2017 Parent, Student, and Staff Climate survey results support this (100% of staff, 92% of Parents feel the campus is clean and well maintained).

The campus is kept secure with the help of three security guards, cameras throughout campus, and procedures for visitors. Outdoor lighting has been added to the parking lot and throughout the campus to assist with safety. The majority of students feel the campus is safe according to the climate survey, while 95% of staff and 99% of parents feel it is safe.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: ECHS created a stipended Family and Community Liaison position.

Action 2: ECHS created a Testing Coordinator role, brought on a paid counseling intern to support with student services, and hired an additional paraeducator to support Students with Disabilities (SWD) and English learners (EL). Additionally, ECHS paid a stipend for an Athletic Director and hired an admin designee for sporting events.

Action 3: ECHS offered more competitive employee benefits packages by increasing insurance allowances for employees with families to offset costs.

Action 4: The ECS board approved funding for a technology equipment upgrade across campus, including 72 new Chromebooks, laptops, 30 iPad tablets for classroom use, 24 new laptops for teachers, 5 state of the art cameras for the photo lab, and a new outdoor speaker system. This equipment was purchased based on student and teacher input and demand. Additionally ECHS purchased

Edgenuity to support SWDs and ELs. College connectors to Schoolzilla were also purchased in order to track additional student performance metrics, including PSAT, SAT, and ACT college prep/entrance exams.

Action 5: Rent costs increased because ECHS partnered with the YMCA Gardena in order to provide students with an aquatics elective. ECHS also purchased two new vans for transporting students to sports activities and field trips. Additionally, ECHS contracted with a WASC consultant to support with report writing during the Self-Study process. Math consultants (UCLA Math Project and Harvard Graduate School of Education [MQI]) were contracted to support the math department and individual teachers in the Math Initiative, and ECHS contracted with an executive coach to support development of ECHS administrators.

Action 6: Fewer funds were spent because planned prop 39 work was delayed and is currently pending approval. Funds were also set aside for internet upgrades, but they were not spent because plans are expected to be completed during summer of 2018. Additionally, portable approval was also delayed (see actions in goal 1).

Action 8: Costs increased with the hire of a new SLPA to serve students with speech therapy needs.

Action 10: ECHS purchased college connectors for Schoolzilla to better track performance data on college entrance exams, including PSAT, SAT and ACT (also mentioned in action 4). ECHS also licensed iO through Powerschool in order to monitor student performance data on IABs in English.

Action 11: Conferences and substitute coverage were covered in another part of the budget, so it was removed from this goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 6: ECHS began the bid process during 17-18 for capital improvement projects on upper campus. Projects are expected to be completed July 2018. (Changes can be found in Action 1F of 18-19 LCAP)

Action 7: Approval of removing existing and installing new modular buildings pending DSA approval of existing portables project. DSA approval expected December 2018. (Changes can be found in Action 1G of 18-19 LCAP)

Action 9: ECHS met with LESD during 17-18 school year to discuss HVAC solutions and possibilities. ECHS is currently reviewing past HVAC proposals and will use LESD feedback to garner new proposals. (Changes can be found in Action 1I of 18-19 LCAP)

Action 11: ECHS decided to re-evaluate department vertical alignments in summer of 2018 since Reading Apprenticeship and Math Initiative were priority for Summer of 2017. (Changes can be found in Action 1K of 18-19 LCAP)

Goal 2

Improve outcomes for all students by improving instruction and programs.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

<p>ECHS will maintain high status or better according to the California Model Five-by-Five Placement Reports & Data in CAASPP English.</p> <p>In CAASPP Math: 35% of 11th grade students will meet or exceed the standard.</p>	<p>(2018 CAASPP scores pending)</p>
<p>98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements</p>	<p>Class of 2018 data pending.</p>
<p>The percentage of students either: reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Reports English Learner Progress Indicator, or maintaining a high level of performance on the CELDT/ELPAC, as defined by the California School Dashboard Reports English Learner Progress Indicator will improve by 2% each year.</p>	<p>(2018 ELPI pending)</p> <p>Met. The Fall 2017 CA School Dashboard's ELPI places ECHS's status at 100%. This is the same status ECHS had on the Spring 2017 dashboard's ELPI.</p>
<p>Percentage of students in each grade level who took the exam and who scored a 3 or higher on AP exams will increase by 2% each year.</p>	<p>2017-18 data pending</p>
<p>ECHS will maintain "high status" or better according to the California Model Five-by-Five Placement Reports & Data in CAASPP English.</p> <p>In CAASPP Math: 35% of 11th grade students will meet or exceed the standard.</p>	<p>2018 CAASPP data pending</p>
<p>ECHS will maintain a high percentage (95% or more) of pupils that are accepted into in a 4-year university</p>	<p>Class of 2018 data pending.</p>
<p>ECHS will maintain a high percentage (80% or more) of alumni who enroll in a post-secondary institution during the first year after high school.</p>	<p>Class of 2017 data pending</p>
<p>ECHS will maintain a high percentage (90% or more) of alumni who enroll in college the first year after high school and return for a second year</p>	<p>Class of 2016 data pending.</p>
<p>Proficiency of Schoolwide Learner Outcomes will improve by 2% each year</p>	<p>Not met. The rates of proficiency on our Schoolwide Learner Outcomes declined</p>

slightly.

	16-17	17-18
College Readiness	80%	77%
Sense of Purpose	64%	62%
Environmental Steward	62%	59%
Community Steward	56%	55%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated)	ECS personnel provided support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated)	Est. Cost: \$158,413 Funding Source(s): Base Acct. Code: 1311	Est. Cost: \$131,971 Funding Source(s): Base Acct. Code: 1311

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administrators and ELD coordinator will oversee RFEP process, ELD course implementation, ELD standards implementation. ELD coordinator will also provide professional development and provide instructional coaching and support. Paraeducators will also be trained to support ELD students and provide extra support for English Learners in their content courses. (State Priority 7)	Administrators and ELD coordinator oversaw RFEP process, ELD course implementation, and ELD standards implementation. ELD coordinator also provided professional development and support in monitoring students' progress on ELD standards. Paraeducators also participated in professional development to support ELD students and provide extra support for English Learners in their content courses (State Priority 7)	Total Est. Cost: \$108,149 1. \$103,743 (Paraeducators) 2. \$4,406 (Benefits) Funding Source(s): Supp/Conc Acct. Code: 1. 2103; 2. 3100-3900	Total Est. Cost: \$121,229 1. \$116,823 (Paraeducators) 2. \$4,406 (Benefits) Funding Source(s): Supp/Conc Acct. Code: 1. 2103; 2. 3100-3900

Action 3

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
<p>ECCHS counseling team will utilize software and work with community partners to tend to academic, social, and emotional needs of students by providing the following: -Academic and Graduation Progress monitoring -Internships, Job Shadows, and Community Service Opportunities -College and Financial Aid counseling and guidance -Social and Emotional Support -Monitoring student attendance -Implementing SST process and working with grade level teams to provide necessary interventions for at-risk students (State Priority 4 & 5)</p>	<p>ECCHS counseling team utilized software and worked with community partners to tend to academic, social, and emotional needs of students by providing the following: -Academic and Graduation Progress monitoring -Internships, Job Shadows, and Community Service Opportunities -College and Financial Aid counseling and guidance -Social and Emotional Support-Monitoring student attendance -Implementing SST process and working with grade level teams to provide necessary interventions for at-risk students (State Priority 4 & 5)</p>	<p>Total Est. Cost: \$385,849 1. \$66,764 (Counselor) 2. \$218,993 (Counselors) 3. \$13,000 (Richstone) 4. \$0 (Didi Hersch, Peer Health) 5. \$12,000 (Exchange) 6. \$10,000 (Naviance) 7. \$3,400 (Skillify) 8. \$1,041 (NobleHour) 9. \$3,500 (APEX) 10. \$57,151 (Benefits)</p> <p>Funding Source(s): Supp/Conc</p> <p>Acct. Code: 1. 2103 2. 1930 3. 5915 4. 5915 5. 5915 6. 5915 7. 5915 8. 4320 9. 4320 10. 3100-3900</p>	<p>Total Est. Cost: \$395,049 1. \$66,764 (Counselor) 2. \$227,527 (Counselors) 3. \$13,000 (Richstone) 4. \$0 (Didi Hersch, Peer Health) 5. \$12,000 (Exchange) 6. \$10,000 (Naviance) 7. \$3,400 (Skillify) 8. \$0 (NobleHour) 9. \$3,500 (APEX) 10. \$58,858 (Benefits)</p> <p>Funding Source(s): Supp/Conc</p> <p>Acct. Code: 1. 2103 2. 1930 3. 5915 4. 5915 5. 5915 6. 5915 7. 5915 8. 4320 9. 4320 10. 3100-3900</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ECCHS will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement for unduplicated pupils (State Priority 4A. local metric)</p>	<p>ECCHS participated in an ECS-wide math initiative, led by the Director of Curriculum and Instruction, who coordinated math expertise and resources and implemented & evaluated strategies to improve math achievement for unduplicated pupils (State Priority 4A. local metric).</p>	<p>Est. Cost: \$8,905 Funding Source(s): Supp/Conc Acct. Code: 5863</p>	<p>Est. Cost: \$9,022 Funding Source(s): Supp/Conc Acct. Code: 5863</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Each year students will take College Readiness courses to develop study & test-prep skills in order to</p>	<p>Each year students at ECCHS take College Readiness courses to develop study & test-prep</p>	<p>Total Est. Cost: \$275,164 1. \$179,375 (College Prep,</p>	<p>Total Est. Cost: \$254,155 1. \$161,868 (College Prep,</p>

prepare for college. Additional services will be provided in order to level the playing field and enhance achievement and graduation/college success	skills in order to prepare for college. Additional services are provided in order to level the playing field and enhance achievement and graduation/college success	Teachers) 2. \$24,000 (Clear Choice, SAT and ACT, Test Prep) 3. \$35,914 (Summer School, Summer Bridge) 4. \$35,875 (Benefits) Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 5915 3. 1150 4. 3000	Teachers) 2. \$24,000 (Clear Choice, SAT and ACT, Test Prep) 3. \$35,914 (Summer School, Summer Bridge) 4. \$32,374 (Benefits) Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 5915 3. 1150 4. 3000
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services were implemented to achieve the goal of improving outcomes for all students by improving instruction and programs. All teachers were credentialed and participated in professional development on state standards as well as the ECHS best practices.

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

Data-Driven Decision-Making

ECHS has continued to provide all students with a rigorous, college-preparatory program to ensure all graduates are College and Career Ready. In order to monitor student academic progress and use data to inform instruction and schoolwide goals, ECHS currently uses multiple measures of data. These multiple measures include: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), California Assessment of Student Performance and Progress (CAASPP), and the Early Assessment Program (EAP). TeachBoost, a teacher development platform, streamlines the instructional coaching process, and improves the monitoring of teacher instruction and observation data. The data collected serves to inform professional develop areas/topics and how we tailor instruction for all students, including our unduplicated pupils (UDPs) subgroups: English Learners (EL), Students With Disabilities (SWD), and Socio-economically Disadvantaged students (SED), and Foster or Homeless Youth.

Social-Emotional Supports

ECHS recognizes that in order to learn, students must feel physically and emotionally safe; therefore, all ECHS students have access to credentialed PPS counselors who provide both academic and social-emotional counseling. Each counselor has a grade level caseload they are in charge of monitoring and meeting with as needed. Students who require additional counseling services also have access to our on-site Marriage, Family Therapist (MFT) Counselor, who provides additional counseling to support emotional issues. ECHS also partners with the Richstone Family Services, which provides individual and group counseling for our students onsite who deal with issues pertaining to anger management and social support. Another valuable partnership that supports our students' social-emotional needs includes Didi Hirsch Counseling Services, which provides onsite (social-emotional) counseling for our students.

College Readiness

ECHS provides all students with a rigorous college preparatory program, and high school graduation requirements that exceed UC A-G eligibility requirements. Every student is enrolled in College Preparatory courses each year, and our educational program is aligned with the SLO's, critical skills necessary for students to thrive in college and in their careers. As part of our college going culture, all students meet with their assigned college counselor at least twice per year and participate in various college field trips that include: USC, UCLA, CSUDH, and Cal Poly Pomona. ECHS provides SAT prep workshops for students, and all students are required to take the PSAT and SAT. 98% of ECHS graduates have completed UC A- G eligibility requirement for the past two years, and, 97% of graduates were accepted to a four-year college/university in 2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: ECS' Director of Strategic Initiatives focused on another school site during 17-18 school year and was not utilized at ECHS.

Action 2: ECHS purchased Edgenuity, an online platform that creates individual learning plans for EL students; additionally ECHS hired more paraeducators to support students with disabilities and English learners.

Action 3: ECHS hired a part-time alumni coordinator to track ECHS alumni. Naviance was not purchased in 17-18, and Noble Hour was not implemented in 2017.

Action 4: ECHS worked with MQi (Harvard Graduate School of Education) to pilot a math coaching program with 3 ECHS math teachers. ECHS also partnered with UCLA Math Project (UCLAMP) to provide professional development to all ECHS math teachers. Additionally, release time was given to two math teachers who serve as instructional coaches, and math teachers also attended math conferences throughout the year, including NCTM.

Action 5: ECHS hired a part-time teacher to allow an instructional coach to have release time for instructional coaching duties.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 2: Paraeducators were also trained on AVID strategies during 17-18 school year (Changes can be found in Action 2B of 18-19 LCAP)

We have removed the API based Expected Annual Measurable Outcome, since the CDE has deprecated this metric.

Goal 3

Develop a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

ECHS will maintain high levels (85% or more) of parent engagement in making decisions for the school site.	Not met. Based on mid-year 2017-18 data, parent participation in conferences is at 79%. Parent participation in schoolwide events is currently at 65%, but this is an increase from mid year 16-17 (34%).
79% of parents participated in programs for unduplicated pupils and individuals with exceptional needs.	Met. 85.1% of parents participated in programs for unduplicated pupils and individuals with exceptional needs.
ECHS will maintain a high (97% or more) Average Daily Attendance rate	Met. ADA: 98.1%
ECHS will maintain high (90% or more) student attendance for grade-level outdoor education trips.	2017-18 data pending.
ECHS will maintain low levels (2% or lower) of students who are considered chronically absent.	Met. As of mid-year 2017-18, 1.72% of ECCHS students are chronically absent.
ECCHS will maintain a dropout rate that is lower than comparison school designated in charter.	2017-18 data pending.
ECCHS will maintain high status or better according to the California Model Five-by-Five Placement Reports & Data in High School Graduation.	Class of 2018 data pending. Met. The Fall 2017 CA School Dashboard gives ECCHS a Very High graduation rate status.

<p>ECHS will maintain a Low or Very Low suspension rate according to the California Model Five-by-Five Placement Reports.</p>	<p>Class of 2018 data pending.</p> <p>Not Met. ECHS' suspension rate is currently 2.1%, which translates to a Medium suspension rate on the CA School Dashboard.</p>									
<p>ECHS will maintain a low (less than 1%) expulsion rate.</p>	<p>Met. There have been no expulsions in 2017-18 at ECHS.</p>									
<p>ECHS will maintain high levels of safety and school connectedness among parents and families.</p> <p>ECHS will improve level of safety and school connectedness among students by 2% each year.</p>	<p>2017-18 Parent climate survey results pending.</p> <p>Partially Met</p> <table border="1" data-bbox="1062 394 1803 623"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>% students who agree the school is safe (A4.12)</td> <td>71%</td> <td>63%</td> </tr> <tr> <td>% students who agree they feel connected to ECHS</td> <td>46%</td> <td>54%</td> </tr> </tbody> </table>		2017	2018	% students who agree the school is safe (A4.12)	71%	63%	% students who agree they feel connected to ECHS	46%	54%
	2017	2018								
% students who agree the school is safe (A4.12)	71%	63%								
% students who agree they feel connected to ECHS	46%	54%								

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ECHS will promote parental participation in programs for unduplicated pupils by providing parents and families with quality written and in-person translations (State Priority 3B required state metric)</p>	<p>ECHS promoted parental participation in programs for unduplicated pupils by providing parents and families with quality written and in-person translations (State Priority 3B required state metric)</p>	<p>Total Est. Cost: \$12,000</p> <ol style="list-style-type: none"> 1. \$2,000 (Document Translation) 2. \$5,000 (In-Person Translators) 3. \$5,000 (Translation Equipment) <p>Funding Source(s): Supp/Conc</p> <p>Acct. Code:</p> <ol style="list-style-type: none"> 1. 5854 2. 5854 3. 4420 	<p>Total Est. Cost: \$12,000</p> <ol style="list-style-type: none"> 1. \$2,000 (Document Translation) 2. \$5,000 (In-Person Translators) 3. \$5,000 (Translation Equipment) <p>Funding Source(s): Supp/Conc</p> <p>Acct. Code:</p> <ol style="list-style-type: none"> 1. 5854 2. 5854 3. 4420

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Quality outdoor education experiences, service learning and community work relies upon community partnerships. ECS and school-site leadership will develop and sustain partnerships in order to increase engagement of unduplicated pupils, so they are able to access resources, experiences, and expertise related to their educational/career plans. (State Priority 5A local metric)	Quality outdoor education experiences, service learning and community work relies upon community partnerships. ECS and school-site leadership developed and sustained partnerships in order to increase engagement of unduplicated pupils, so they were able to access resources, experiences, and expertise related to their educational/career plans. (State Priority 5A local metric)	Total Est. Cost: \$166,861 1. \$140,338 (Grade Level Outdoor Ed Trips) 2. \$26,523 (Transportation for Field Trips) Funding Source(s): Supp/Conc Acct. Code: 1. 5830 2. 5893	Total Est. Cost: \$166,861 1. \$140,338 (Grade Level Outdoor Ed Trips) 2. \$26,523 (Transportation for Field Trips) Funding Source(s): Supp/Conc Acct. Code: 1. 5830 2. 5893

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The ECHS Equity and Diversity Task Force will work with students, families, teachers, administrators, the ECS board, and other stakeholders to collect and analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program and build students' sense of connectedness. (State Priority 6C required local metric)	The ECHS Equity and Diversity Task Force worked with students, families, teachers, administrators, the ECS board, and other stakeholders to collect and analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program and build students' sense of connectedness. (State Priority 6C required local metric)	Est. Cost: \$1,500 Funding Source(s): Supp/Conc Acct. Code: 1100	Est. Cost: \$1,800 Funding Source(s): Supp/Conc Acct. Code: 1100

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ECHS will provide a robust afterschool program to supplement the educational program and increase student engagement and sense of connectedness (State Priority 6C local metric)	ECHS provided a robust afterschool program to supplement the educational program and increase student engagement and sense of connectedness (State Priority 6C local metric)	Total Est. Cost: \$166,861 1. \$140,338 (Woodcraft Rangers) 2. \$26,523 (Sports Program) Funding Source(s): Supp/Conc Acct. Code: 1. 5815 2. 5874	Total Est. Cost: \$204,275 1. \$180,000 (Woodcraft Rangers) 2. \$24,275 (Sports Program) Funding Source(s): Supp/Conc Acct. Code: 1. 5815 2. 5874

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services were implemented to achieve ECHS' goal of developing a school culture that supports student learning outcomes, is responsive to stakeholder feedback, and ensures organizational stability.

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

At ECHS it is our highest priority to ensure our students are provided with a safe, clean, and orderly environment to nurture learning. Success is evidenced by student retention rates and results from the CA Healthy Kids Survey.

Parent/Guardian Participation

During 17-18 the Family and Community Liaison supported and improved parent engagement and participation at the school. Families were given a survey to identify the types of workshops they were interested in, their availability to attend, and methods by which to communicate this information to ensure maximized attendance. Additionally, we launched the Families of ECHS newsletter, which is distributed to parents and guardians via email and text. The newsletter serves as an informational resource for families and is professionally translated in Spanish. ECHS also invested resources during the 17-18 school year to improve the quality of translated documents and meetings; ECHS also purchased translation equipment with 50 receivers, so parents/guardians would have access to high-quality translations at important school events and meetings. Workshops/events took place on a monthly basis.

Students' Sense of Connectedness

To build students' sense of connectedness to the school and to other students and staff members, ECHS provides overnight outdoor education field trips for all students. In 17-18 ECHS was able to provide a trip for every grade level, including a 4-day backpacking trip in Yosemite as a culminating trip for seniors two weeks before graduation. Additionally ECHS partnered with Woodcraft Rangers in order to provide students with a robust afterschool program, which includes clubs and sports programming. Surveys have been collected, and ECHS and Woodcraft Rangers will determine metrics to track students' sense of connectedness from the beginning of the program to the end of the program.

Equity

ECHS' Equity and Diversity Task Force (EDTF) identified a long-term initiative during the 17-18 school year, so over the coming years ECHS will continue to focus on the recruitment, retention, and achievement of African American students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: ECHS spent additional funding on providing professional interpreters for in-person translations at parent/guardian workshops, events, and meetings

Action 3: Stipends were provided to teachers and staff involved in Equity and Diversity Committee throughout the year.

Action 4: The cost of the ECHS after school program increased from 16-17 to 17-18

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 3: During 17-18, EDTF partnered with the Family and Community Liaison to create meeting spaces and gather stakeholder feedback from students, staff, and parents in order to understand how we can better serve our African American students. We will measure our success using multiple metrics including, but not limited to, course passage rates, transfer rates, attendance rates, suspension rates, qualitative and quantitative data, and student/family conversations and interviews. Additionally, stipends were provided to staff representatives, parents, and students. (Changes can be found in Action 3C of 18-19 LCAP)

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

ECHS has provided numerous forums, surveys, data analysis sessions, and ongoing stakeholder involvement methodologies to help move forward its strategic plans for student achievement, before, during and after the accreditation process and with each year of data analysis and related goal-setting. Each level of participation, from classified to certificated staff, to parents, to students, to community partners, has helped to meaningfully transform our goal-setting priorities to best meet the needs of our students, particularly our Unduplicated Pupil subgroups in need of additional support.

Action Plan

Following our WASC self-study in 2018 ECHS has continued to align state and local goals and priorities with our action plans and long-term vision for individualized student success. The following processes took place during the 2017-18 school year to involve stakeholders in data analysis and goal-setting, in line with LCAP priorities and ECHS subgroup needs.

Ongoing Staff Data Analysis (August 2017-June 2018) ECHS staff and parent focus groups have gone through ongoing data analysis cycles, to determine and clarify focus areas, related priorities, goals and budget items for subgroup populations.

Data utilized in stakeholder engagement forums included:

- State, federal and other national assessment data
- Local Benchmark Revision Protocol and Student Work Analysis
- CELDT data/ELPAC data
- NWEA MAP data: math, language usage, & reading (all & subgroups)
- Graduation data
- Course Passage data
- AP, SAT & PSAT data
- WASC action plan and related metrics
- Senior thesis pass rates, scores, & qualitative student work analysis (essays & presentations)
- School climate data using the California School Climate, Health, and Learning Survey (Cal-SCHLS)
- Graduation & college enrollment data

Advisory and Consultation

Parent and staff meetings were held throughout the year to facilitate input and feedback in a structured, interactive format. Feedback sessions included presentations, data analysis, forums, planning meetings, and surveys. Parents were encouraged to participate through phone memos, emails, and existing meetings. Spanish translation was utilized throughout the process to encourage increased participation from parents of English learner students. During the October school site council meeting, parents were presented with student performance data, and staff, students, and parents worked together to identify students' and the school's needs, which were then used to inform the goals for ECHS's Single Plan for Student Achievement (SPSA). ELAC, Families of ECHS, School Site Council, and Equity and Diversity (EDTF) met throughout the year, and members of EDTF determined that their highest priority was Recruitment, retention, and academic achievement of African American students. The Family and Community Liaison, students, counselors, and teachers executed informational nights and meet-ups throughout the year to gather feedback and eventually formed Black Families of ECHS.

Additionally ECHS underwent its WASC Self-Study in March of 2018 and identified the following Critical Areas for Follow-Up:

1. Develop systems of support beginning in the 9th grade school year to increase overall passage rates on the culminating writing assessment, the Senior Thesis Project. Improve the percentage of students who are proficient (standards met) as measured in the ELA CAASPP >70%.
2. Improve College readiness by strengthening the AP Passage rates
3. Improve math proficiency rates across all grade levels as indicated on multiple measures throughout the scope and sequence of math curriculum (ex: SBAC/CAASPP, IABs, NWEA, in-house assessment sequence, AP exams, etc.)
4. Continue to improve school climate and provide students with a safe, inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect.

The following took place in order to gather stakeholder feedback in order to improve school systems and planning:

- Community Partner Forum: 2/2/18
- School Site Council Meetings: 10/18/17, 1/24/18, 2/28/18, 5/16/18
- Families of ECHS: Monthly, as determined by Family and Community Liaison and parents/guardians
- Instructional Coaching Discussions: Every other Tuesday
- Classified Staff Meetings: Monthly
- School Site Council and English Learner Advisory Committee (including review of LCAP plans): 9/26/17, 10/17/17, 10/18/17, 1/24/18, 2/13/18, 2/28/18, 5/2/18, 5/16/18, 6/6/18
- Draft LCAP Revisions Board Approved 6/30/17 (additional revisions approved 7/19/17 after input from LESD)
- Professional Development dedicated to teacher input and feedback: Every Tuesday and Thursday for one hour
- Conversations with parents and families: Ongoing (administrators have open door policy)
- Equity and Pedagogy Coalition: 9/13/17, 10/12/17, 10/25/17, 11/29/17
- Black Student Union: every Tuesday at lunch

- Gay Straight Alliance: every Tuesday and Thursday at lunch
- Equity and Diversity Task Force Meetings: Monthly
- Climate Surveys: Spring 2018
- Parent and Family Conferences: August, October, April

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Specific revisions and enhancements to existing priorities, goals and related initiatives, based on stakeholder input, were in the following areas:

ECHS worked to increase stakeholder engagement with students, teachers, parents, and community members and has strengthened the feedback loops for each of these groups.

ACADEMICS

In 16-17 ECHS focused on surveying students and alumni about their growth as writers and how college-ready they felt in their research and writing abilities. ECHS used surveys to reach out to colleges and universities, specifically their writing centers and tutoring labs, to learn what skills these institutions would like to see in their incoming freshmen. In 17-18 ECHS used this input to re-think its senior thesis project, the culminating assessment, and this revamp informed ECHS administrators' decision to focus 18-19 summer professional development on department vertical alignment and collecting and using data, so ECHS can better track performance on learning targets and acquisition of skills throughout the vertical alignment in all department.

ECHS also continues to incorporate input from teachers via the instructional coaching cycle. Every teacher has access to an instructional coach for goal setting, observation cycles, and development on the best practice rubric, and ECHS uses the teacher development rubric scores to inform professional development. Additionally, ECHS uses input from surveys and informal conversations with staff members to inform professional development. ECHS focused on best practice 2C: Designing Assessments this year, and based on stakeholder feedback, we will focus on best practice 2D: Collecting and Using Data in 18-19.

EQUITY

ECHS staff encourages students to build and create spaces on campus for their voices to be heard. Students participating in the Gay Straight Alliance club have held pep rallies, organized a school-wide Day of Silence, and presented to staff and students the importance of creating safe spaces for all our students. GSA has spearheaded ECHS' efforts to create bathrooms on campus that support all gender variances. Students participating in the Black Student Union have organized events for Black History Month and have

collaborated with Families of ECHS and the Equity and Diversity Task Force. This collaboration led to the creation of an additional parent group, Black Families of ECHS. The Equity and Diversity Taskforce also identified an initiative to better serve our African American students by focusing on recruitment, retention, and academic achievement. Additionally with the creation of the Ethnic Studies course, Equity and Pedagogy Coalition met during first semester and focused on the four pillars of ethnic studies to identify ways to implement ethnic studies principles across disciplines and grade levels. Furthermore, families identified the need to incorporate culturally relevant curriculum and representation into all courses and hold more events that authentically represent and celebrate the students and their backgrounds and identities; this feedback will inform curricular decisions starting in the 18-19 school year.

CLIMATE/CONNECTEDNESS

ECHS administration has been gathering and implementing parent and guardian feedback through informal and formal input. Having an open door policy allows for parents and families to communicate their concerns around student safety, academic performance, and additional questions with the principal and assistant principal regularly. These conversations have allowed for parents, students, and administration to have a common understanding of the discipline plan and create a community that supports student learning with input from all stakeholders. Parent and Family Conferences were used at ECHS to present test scores such as NWEA and PSAT growth as well. Student-led conversations around data have increased the authenticity and value of the data and these conversations ensure parents, teachers, and students are working together to increase student achievement.

Additionally, ECHS has structures in place to elicit formal feedback from parents and families. School Site Council has focused on reviewing and aligning the SPSA, LCAP, WASC action plan, and the ECS Strategic Plan. This year ECHS' ELAC has focused on the English Learner services and supports currently in place and identified actions and services to put in place for the following year (i.e. hiring full-time EL paraeducator).

Our new LCAP goal language addresses state priorities, aligns with school priorities, responds to needs illustrated by data and is based on feedback we've received from stakeholders.

The ECS Board approved the ECHS 2017-2020 year 2 LCAP on 6/4/18.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Excellent Operations & Facilities- 1-Ensure operations and facilities are mission-aligned, meet needs of educational program and facilitate achievement of student learning outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access

Identified Need:

To achieve student learning outcomes, operations and facilities must support the educational program.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers in LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (State Priority 1A.)- state metric	97% of teachers in LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
Pupils in LEA have sufficient access to	100% of pupils have sufficient access to	100% of pupils have sufficient access to	100% of pupils have sufficient access to	100% of pupils have sufficient access to

standards-aligned instructional materials as measured by CDE School Accountability Report Card (SARC) (State Priority 1B. – local metrics)	standards-aligned instructional materials	standards-aligned instructional materials	standards-aligned instructional materials	standards-aligned instructional materials
School facilities are maintained in good repair as measured by CDE School Accountability Report Card (SARC). (State Priority 1C.- local metrics)	ECHS school facilities are in good repair.	ECHS school facilities will be in good repair.	ECHS school facilities will be in good repair.	ECHS school facilities will be in good repair.
The implementation of state board adopted academic content and performance standards for all students based on participation in Professional Development on state standards (State Priority 2A – required state metric)	100% of teachers participated in Professional Development on state standards	100% of teachers will participate in Professional Development on state standards	100% of teachers will participate in Professional Development on state standards	100% of teachers will participate in Professional Development on state standards
English learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency, based on participation in PD on state standards. (State Priority 2B – required state metric)	100% of EL students have access to CCSS- and ELD-aligned curriculum to gain academic content knowledge and English language proficiency.	100% of EL students will have access to CCSS- and ELD-aligned curriculum to gain academic content knowledge and English language proficiency.	100% of EL students will have access to CCSS- and ELD-aligned curriculum to gain academic content knowledge and English language proficiency.	100% of EL students will have access to CCSS- and ELD-aligned curriculum to gain academic content knowledge and English language proficiency.
Pupils in LEA will be enrolled in a broad course	100% of ECHS students were enrolled in a broad	100% of ECHS students will be enrolled in a broad	100% of ECHS students will be enrolled in a broad	100% of ECHS students will be enrolled in a broad

of study as described in the ECHS charter petition. (State Priority 7A.- state metric- not required for charters)	course of study	course of study	course of study	course of study
Pupils in LEA will graduate with their A-G requirements (State Priority 7B.- local metrics)	98% of pupils graduated with their A-G requirements in both 2015-16 and 2016-17.	98% of pupils will graduate with their A-G requirements	98% of pupils will graduate with their A-G requirements	98% of pupils will graduate with their A-G requirements
Students with exceptional needs will be enrolled in proper programming and receiving proper services based on their individual education plans (State Priority 7C.- local metrics)	100% of students with exceptional needs are enrolled in proper programming and receiving proper services based on their individual education plans	100% of students with exceptional needs will be enrolled in proper programming and receiving proper services based on their individual education plans	100% of students with exceptional needs will be enrolled in proper programming and receiving proper services based on their individual education plans	100% of students with exceptional needs will be enrolled in proper programming and receiving proper services based on their individual education plans

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1A

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School will employ certificated employees necessary to implement educational program.	School will employ certificated employees necessary to implement educational program.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,039,141	\$1,974,544	\$2,014,035
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	1000-1930	1000-1930	1000-1930

Action 1B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will employ staff necessary for school operations and facilities to ensure student safety and support implementation of educational program	School will employ staff necessary for school operations and facilities to ensure student safety and support implementation of educational program	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$269,226	\$295,290	\$301,195
Source	Base	Base	Base

	Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	2103-2908	2103-2908	2103-2908

Action 1C

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School will maintain required insurance and will offer competitive employee benefits packages.	School will maintain required insurance and will offer competitive employee benefits packages	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$858,609	\$1,002,029	\$1,022,069
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	3100-3900	3100-3900	3100-3900

Action 1D

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational program.	School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational program.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$306,464	\$391,388	\$399,216
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	4100-4720	4100-4720	4100-4720

Action 1E

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,098,349	\$1,139,636	\$1,162,428
Source	Base Federal Revenue Other State Revues Local Revenues	Base Federal Revenue Other State Revues Local Revenues	Base Federal Revenue Other State Revues Local Revenues

	Fundraising and Grants	Fundraising and Grants	Fundraising and Grants
Budget Reference	5200-5920	5200-5920	5200-5920

Action 1F

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School site will make capital improvements as required to ensure student safety and support implementation of educational program **(One year goal)**

School site will make capital improvements as required to ensure student safety and support implementation of educational program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$429,707	\$104,205	
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants		
Budget Reference	6100-6200		

Action 1G

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LEA will work with LESD to eventually replace 9 modular buildings with 16 double story modular structures, increasing the number of classrooms by 5 and increasing the number of offices and meeting spaces. These additional facilities will allow for more flexible classroom spaces including science labs, maker spaces and a student union, and increase the number and type of course offerings available. It will also create dedicated spaces where teachers can meet, plan, collaborate, and work more effectively and efficiently. (One year goal)	LEA will work with LESD to eventually replace 9 modular buildings with 16 double story modular structures, increasing the number of classrooms by 5 and increasing the number of offices and meeting spaces. These additional facilities will allow for more flexible classroom spaces including science labs, maker spaces and a student union, and increase the number and type of course offerings available. It will also create dedicated spaces where teachers can meet, plan, collaborate, and work more effectively and efficiently. (Long Term Goal)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated Expenditure	Duplicated Expenditure	
Source	Base	Base	
Budget Reference	See Action/Service 1A. and 1B.	See Action/Service 1A. and 1B.	

Action 1H

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
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2017-18 Actions/Services

ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support school's implementation of standards implementation and work to secure additional resources needed to implement educational program.

2018-19 Actions/Services

ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support school's implementation of standards implementation and work to secure additional resources needed to implement educational program.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$294,127	\$375,307	\$382,813
Source	Base	Base	Base

	Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	2311	2311	2311

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Work with LESD to create plan for installing HVAC at ECHS as soon as	Work with LESD to create plan for installing HVAC at ECHS as soon as	
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possible (One year goal)	possible	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated Expenditure	Duplicated Expenditure	
Source	Base	Base	
Budget Reference	See Action/Service 1A. and 1B.	See Action/Service 1A. and 1B.	

Action 1J

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Data Manager and ECS certificated staff will oversee coordination between SchoolZilla and other school data sources in order to disaggregate subgroup data for analysis, create data visualizations and respond to teacher and administrator questions about data. All teachers will also participate in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECS will also use TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes will drive improvements in instruction and programs for UDPs. (State Priority 2)</p>	<p>Data Manager and ECS certificated staff will oversee coordination between SchoolZilla and other school data sources in order to disaggregate subgroup data for analysis, create data visualizations and respond to teacher and administrator questions about data. All teachers will also participate in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECS will also use TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes will drive improvements in instruction and programs for UDPs. (State Priority 2)</p> <p>Additionally, the following increases/improvements will be implemented:</p> <p>Improvement: Departments will focus on vertical alignment and collecting and using student data during 18-19 school year. Test scores (i.g. CAASPP math and English, NWEA, and IAB) will also be examined, and target goals will be set and monitored by departments throughout the year. Additionally course surveys will be distributed to students to provide feedback to</p>	

	teachers on their learning experiences.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$102,485 Administrators 2. \$8,012 NWEA 3. \$2,098 Teachboost 4. \$6,259 Schoolzilla	1. \$105,560 Administrators 2. \$8,075 NWEA 3. \$2,018 Teachboost 4. \$8,092 Schoolzilla	1. \$107,671 Administrators 2. \$8,237 NWEA 3. \$2,059 Teachboost 4. \$8,254 Schoolzilla
Source	Supplemental, Concentration	Supplemental, Concentration	Supplemental, Concentration
Budget Reference	1. 1300 2. 5878 3. 4320 4. 4320	1. 4320 2. 5878 3. 4320 4. 1300	1. 4320 2. 5878 3. 4320 4. 1300

Action 1K

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth,	LEA-wide	All Schools
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Low Income		
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

In August new teachers will participate in three weeks of professional development (PD) and returning teachers will participate in two weeks of PD. The focus for summer professional development will revolve around revamping the Senior Thesis Project and department vertical alignment. This focus will allow departments to incorporate all relevant standards, including CCSS, NGSS, and ELD standards, in a way that adequately prepares students for their culminating project senior year. ECHS will be contracting WestEd to provide a three-day intensive Reading Apprenticeship training to all departments, except for math department, which will receive differentiated PD. Additionally ECHS will purchase educational software, provide teacher stipends to conduct research and provide Professional development, create field trip opportunities for students, and cover substitutes for teachers who are participating in the senior thesis re-vamp throughout the year. (Stat Priority 2)

In August new teachers will participate in three weeks of professional development (PD) and returning teachers will participate in two weeks of PD.

The focus for summer professional development will be determined through data analysis in concert with stakeholders. We anticipate continuing focus on math achievement.

Additionally ECHS will purchase educational software, provide teacher stipends to conduct research & provide professional development, create field trip opportunities for students, and cover substitutes for teachers who are participating in the senior thesis re-vamp and other professional development endeavors throughout the year. (Stat Priority 2)

Additionally, the following increases/improvements will be implemented:

Improvement: Summer professional development will focus on ECHS Best Practice 2D: Collecting and Using Data. Considering Senior Thesis historical data, nationwide

	<p>data, and college writing centers data, all departments will align critical reading and argumentative writing to the thesis rubric. Furthermore, English department will align writing rubrics to the CAASPP Argumentative writing rubric & the thesis rubric. This work will help ECHS teachers understand how to respond to students' immediate academic needs in order to be successful throughout the vertical alignment and on the culminating assessment in twelfth grade.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$4200 Newsela 2. \$3060 Turnitin 3. \$1867 Proquest, GALE 4. \$14000 Teacher Stipends for research and PD 5. \$7500 Conferences 6. \$6000 Substitute coverage 7. \$13,886 Reading apprenticeship	1. \$4200 Newsela 2. \$3060 Turnitin 3. \$895 Proquest, GALE 4. \$2000 Civic Action Field Trips 5. \$3000 Reading apprenticeship	1. \$4284 2. \$3121 3. \$913 4. \$2040 5. 3060
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1. 4320 2. 4320 3. 4320 4. 1100 5. 5863 6. 1103	1. 4320 2. 4320 3. 4320 4. 5000 5. 5863	1. 4320 2. 4320 3. 4320 4. 5000 5. 5863

	7. 5863		
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(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Improve outcomes for all students by improving instruction and programs

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes

Local Priorities:

Identified Need:

To achieve student learning outcomes ECS Teaching Best Practices must be fully implemented, curriculum must be aligned to new standards, and programs and practices must be evaluated and improved based on data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Achievement as measured by applicable statewide assessments (State Priority 4A –	16-17 data: CAASPP English: 70% of 11 th grade students met or exceeded the standard. CAASPP Math: 31% of	ECHS will maintain “high status” or better according to the California Model Five-by-Five Placement Reports & Data in	ECHS will maintain “high status” or better according to the California Model Five-by-Five Placement Reports & Data in	ECHS will maintain “high status” or better according to the California Model Five-by-Five Placement Reports & Data in

<p>required state metric)</p>	<p>11th grade students met or exceeded the standard.</p>	<p>CAASPP English. In CAASPP Math: 35% of 11th grade students will meet or exceed the standard.</p>	<p>CAASPP English. In CAASPP Math: 37% of 11th grade students will meet or exceed the standard.</p>	<p>CAASPP English. In CAASPP Math: 39% of 11th grade students will meet or exceed the standard.</p>
<p>The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (State Priority 4C – required state metric)</p>	<p>16-17 data: 98% of graduating seniors successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements</p>	<p>98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements</p>	<p>98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements</p>	<p>98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements</p>
<p>A. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT); for years out ECHS will use the California School Dashboard report’s English Learner Proficiency Indicator (ELPi) B. The English learner reclassification rate; (State Priority 4D and 4E– required state metric)</p>	<p>A. 89% (24 students) of English learner pupils have made progress toward English proficiency as measured by the California English Language Development Test (CELDT); on average students improved by 36.5 points on the CELDT. B. 81% (13 students) of English learner pupils reclassified or met their ELA IEP goals</p>	<p>The percentage of students either: reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Report’s English Learner Progress Indicator, or maintaining a high level of performance on the CELDT/ELPAC, as defined by the California School Dashboard Report’s English Learner Progress Indicator will improve by 2% each year.</p>	<p>The percentage of students either: reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Report’s English Learner Progress Indicator, or maintaining a high level of performance on the CELDT/ELPAC, as defined by the California School Dashboard Report’s English Learner Progress Indicator will improve by 2% each year.</p>	<p>The percentage of students either: reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Report’s English Learner Progress Indicator, or maintaining a high level of performance on the CELDT/ELPAC, as defined by the California School Dashboard Report’s English Learner Progress Indicator will improve by 2% each year.</p>
<p>The percentage of pupils who have passed an</p>	<p>16-17 data:</p>	<p>Percentage of students in each grade level who took</p>	<p>Percentage of students in each grade level who took</p>	<p>Percentage of students in each grade level who took</p>

<p>advanced placement examination with a score of 3 or higher;</p> <p>(State Priority 4F – required state metric)</p>	<p>Percentage of students in each grade level who took the exam and scored a 3 or higher on AP exams</p> <p>10th : 13%</p> <p>11th : 41%</p> <p>12th : 26%</p>	<p>the exam and who scored a 3 or higher on AP exams will increase by 2% each year.</p>	<p>the exam and who scored a 3 or higher on AP exams will increase by 2% each year.</p>	<p>the exam and who scored a 3 or higher on AP exams will increase by 2% each year.</p>
<p>The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.</p> <p>(State Priority 4G – required state metric)</p>	<p>16-17 data:</p> <p>Pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program:</p> <p>English:</p> <p>Exempt: 21%</p> <p>Conditionally Exempt: 49%</p> <p>Math:</p> <p>Exempt: 5%</p> <p>Conditionally Exempt: 26%</p>	<p>ECHS will maintain “high status” or better according to the California Model Five-by-Five Placement Reports & Data in CAASPP English.</p> <p>In CAASPP Math: 35% of 11th grade students will meet or exceed the standard.</p>	<p>ECHS will maintain “high status” or better according to the California Model Five-by-Five Placement Reports & Data in CAASPP English.</p> <p>In CAASPP Math: 37% of 11th grade students will meet or exceed the standard.</p>	<p>ECHS will maintain “high status” or better according to the California Model Five-by-Five Placement Reports & Data in CAASPP English.</p> <p>In CAASPP Math: 39% of 11th grade students will meet or exceed the standard.</p>
<p>The percentage of pupils who are accepted into in a 4-year university</p> <p>(State Priority 4G – local metric)</p>	<p>16-17 data:</p> <p>99% of pupils were accepted into in a 4-year university</p>	<p>ECHS will maintain a high percentage (95% or more) of pupils that are accepted into in a 4-year university</p>	<p>ECHS will maintain a high percentage (95% or more) of pupils that are accepted into in a 4-year university</p>	<p>ECHS will maintain a high percentage (95% or more) of pupils that are accepted into in a 4-year university</p>
<p>The percentage of students who enroll in college during the first year after high school</p> <p>(State Priority 4G – local metric)</p>	<p>Placeholder: 15-16 data:</p> <p>87% of pupils from the 2016 graduating class enrolled in a post-secondary institution during the first year after high school</p>	<p>ECHS will maintain a high percentage (80% or more) of alumni who enroll in a post-secondary institution during the first year after high school.</p>	<p>ECHS will maintain a high percentage (80% or more) of alumni who enroll in a post-secondary institution during the first year after high school.</p>	<p>ECHS will maintain a high percentage (80% or more) of alumni who enroll in a post-secondary institution during the first year after high school.</p>

	Class of 2017 (16-17) data pending			
The percent of students enrolled in college the first year after high school who returned for a second year (freshman to sophomore persistence) (State Priority 4G – local metric)	Placeholder: 15-16 data: 95% of pupils from the 2014 graduating class who enrolled in college the first year after high school and returned for a second year Class of 2015 (16-17) data pending	ECHS will maintain a high percentage (90% or more) of alumni who enroll in college the first year after high school and return for a second year	ECHS will maintain a high percentage (90% or more) of alumni who enroll in college the first year after high school and return for a second year	ECHS will maintain a high percentage (90% or more) of alumni who enroll in college the first year after high school and return for a second year
Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable. (State Priority 8 – required state metric)	16-17 data: SLO- College Readiness: 80% students proficient SLO- Discover sense of purpose: 64% students proficient SLO- Stewards of Community: 56% students proficient	Proficiency of Schoolwide Learner Outcomes will improve by 2% each year	Proficiency of Schoolwide Learner Outcomes will improve by 2% each year	Proficiency of Schoolwide Learner Outcomes will improve by 2% each year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2A

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated)	ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$158,413	\$145,203	\$148,107
Source	Base	Base	Base
Budget Referenc	1311	1311	1311

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Action 2B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administrators and ELD coordinator will oversee RFEP process, ELD course implementation, ELD standards implementation. ELD coordinator will also provide professional development and provide instructional coaching and support. Paraeducators will also be trained to support ELD students and	Administrators and ELD coordinator will oversee RFEP process, ELD course implementation, ELD standards implementation. ELD coordinator will also provide professional development and provide instructional coaching and support. Paraeducators will also be trained to support ELD students and	

provide extra support for English Learners in their content courses. (State Priority 7)	provide extra support for English Learners in their content courses. (State Priority 7) Additionally, the following increases/improvements will be implemented: 1. Increase: ECHS will hire a Full-Time paraeducator to support EL students 2. Improvement: All English Learners will be enrolled in a Senior Thesis writing support class	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$103,743 Paraeducators 2. \$4,406 Benefits	1. \$116,823 2. \$4,406	1. 119,159 2. \$4,495
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1. 2103 2. 3100-3900	1. 2103 2. 3100-3900	1. 2103 2. 3100-3900

Action 2C

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ECHS counseling team will utilize software and work with community partners to tend to academic, social, and emotional needs of students by providing the following: -Academic and Graduation Progress monitoring -Internships, Job Shadows, and Community Service Opportunities -College and Financial Aid counseling and guidance -Social and Emotional Support -Monitoring student attendance -Implementing SST process and working with grade level teams to provide necessary interventions for at-risk students (State Priority 4 & 5)	ECHS counseling team will utilize software and work with community partners to tend to academic, social, and emotional needs of students by providing the following: <ul style="list-style-type: none"> ● Academic and Graduation Progress monitoring ● Internships, Job Shadows, and Community Service Opportunities ● College and Financial Aid counseling and guidance ● Social and Emotional Support ● Monitoring student attendance ● Implementing SST process and working with grade level teams to provide necessary interventions for at-risk students (State Priority 4 & 5) Additionally, The following increases/improvements will be implemented:	

	<ol style="list-style-type: none"> 1. Increase: hire a Full-Time counselor 2. Increase: implement Noblehour, an online platform, in order to provide students with community service opportunities through local organizations and partners 3. Improvement: work with Woodcraft Rangers to hire a Part-Time internship coordinator for students to access job shadows, mentorships, and community service opportunities 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> 1. \$66,764 Counselor 2. \$218,993 Counselors 3. \$13,000 Richstone 4. \$0 Didi Hersch 5. 12,000 Peer Health Exchange 6. \$10,000 Naviance 7. \$3,400 Skillify 8. \$1,041 NobleHour 9. \$3,500 APEX 10. \$57,151 Benefits 	<ol style="list-style-type: none"> 1. \$68,767 2. \$299,095 3. \$13,000 4. \$0 5. 12,000 6. \$10,000 7. \$5,000 8. \$1,041 9. \$3,500 10. \$73,572 	<ol style="list-style-type: none"> 1. \$70,142 2. \$305,077 3. \$13,260 4. \$0 5. 12,240 6. \$10,200 7. \$5,100 8. \$1,062 9. \$3,570 10. \$75,044
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	<ol style="list-style-type: none"> 1. 2103 2. 1930 3. 5915 4. 5915 5. 5915 	<ol style="list-style-type: none"> 1. 2103 2. 1930 3. 5915 4. 5915 5. 5915 	<ol style="list-style-type: none"> 1. 2103 2. 1930 3. 5915 4. 5915 5. 5915

6. 5915	6. 5915	6. 5915
7. 5915	7. 5915	7. 5915
8. 4320	8. 4320	8. 4320
9. 4320	9. 4320	9. 4320
10 . 3100-3900	10 . 3100-3900	10 . 3100-3900

Action 2D

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ECHS will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify,	ECHS will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify,	

implement and evaluate strategies to improve math achievement for unduplicated pupils

(State Priority 4A. – local metric)

implement and evaluate strategies to improve math achievement for unduplicated pupils

(State Priority 4A. – local metric)

The following increases/improvements will be implemented:

Increase: Release time will be provided over summer or during the school year for scope and sequencing, vertical alignment, course evaluation, textbook selection, integration of SBAC questions into curriculum and assessment, etc.

Increase: Principal and one math teacher will attend summer institute at Harvard to improve coaching and instruction at ECHS

Increase: Math teachers will opt in to MQI coaching mode and receive coaching sessions twice per month throughout year

Improvement: ECHS will provide the following events, communications, and workshops in order to help parents/guardians understand how to support their students in being college and career ready and get feedback to best serve students and their families:

1. Math Night for all families and subgroup families
2. Course placement policy communication meeting
3. Parent Conferences (data share out- PSAT, SAT, NWEA, etc.)
4. Families of ECHS

5. Data share out at SSC/ ELAC

Improvement: ECHS will implement NWEA self reflections to help students understand their progress and levels of achievement

Improvement: ECHS will purchase or license software and curriculum that helps students connect content to the real world (Mathalicious, Geogebra, Newsela etc.). Educational software such as Edgenuity will provide Individualized math and English Learning Plans for target students, including ELs

Improvement: ECHS will continue to partner with UCLA Math Project to ensure that math teachers receive quality professional development in order to improve instruction of mathematics and increase students achievement

Improvement: ECHS will continue to partner with Harvard Graduate School of Education to ensure that math teachers receive quality mathematics coaching in order to improve instruction of mathematics and increase students achievement

Improvement: Math teachers will engage in lesson studies, benchmark protocols, and student work analyses at least once per month to monitor student performance in math throughout vertical alignment

Improvement: Math department and administration will evaluate student achievement data mid year and at the end of the year to project course placement (for example, moving

between accelerated and integrated programs); this will inform master schedule planning for following year. Additionally, counselors, principal, and math department will use department team time once per month to analyze student achievement data and identify struggling students and provide appropriate interventions and supports, including mandatory tutoring and math lab attendance

Improvement: ECHS will continue to develop a comprehensive long-term plan for the math program, including vertical alignment and assessment.

Improvement: IAB training will be provided by Director of Curriculum and Instruction to all math teachers in order to monitor progress of students over time in order to better prepare students for college readiness in math

Improvement: Math teachers will visit other school sites and observe/collaborate with other math teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,905	\$9,083	\$9,265
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget	5863	5863	5863

Reference			
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Action 2E

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Each year students will take College Readiness courses to develop study & test-prep skills in order to prepare for college. Additional services will be provided in order to level the playing field and enhance achievement and graduation/college success	In order to prepare students for college and career, additional services will be provided in order to level the playing field and enhance achievement and graduation/college success. Each year students will take College Readiness courses to develop study & test-prep skills and	

gain the navigational capital necessary to apply, be accepted to, and apply for financial aid for postsecondary education.

The following increases/improvements will be implemented:

Increase: College Readiness teachers will attend SAT and ACT workshops/conferences and receive PD on SAT/ACT prep.

Increase: ECHS will contract Kagan Strategies to provide PD for teachers; these strategies will include test taking strategies

Increase: ECHS will conduct an SWD Audit in order to maximize resources within the SWD department and streamline supports for SWDs + ELs

Improvement: Diagnostic exams and summer homework will be assigned for all AP courses the summer prior to taking the course. Student achievement data on these assignments will be used to inform instruction, planning, and differentiation during the school year

Improvement: SPED Coordinator, 504 Coordinator, and ELD Coordinator will conduct observations of target students to provide additional support and feedback to teachers and ensure that all necessary accommodations and modifications are being implemented

Improvement: ECHS will develop a more comprehensive long-term plan for the AP program that includes

	more professional development opportunities for AP teachers, additional instructional coaching specifically for AP teachers, annual program evaluation based on AP teacher feedback, student performance data, and other stakeholder feedback	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$179,375 College Prep Teachers 2. \$24,000 Clear Choice SAT and ACT Prep 3. \$35, 914 Summer School and Summer Bridge Programming 4. \$35,875 Benefits	1. \$182,805 2. \$24,000 3. \$35, 914 4. \$36,561 5. \$5,000 Kagan Strategies PD 6. \$15,000 SWD Audit	1. \$186,461 2. \$24,480 3. \$36,632 4. \$37,292 5. \$5,100
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1. 1100 2. 5915 3. 1150 4. 3100-3900	1. 1100 2. 5915 3. 1150 4. 3100-3900 5. 5863 6. 5815	1. 1100 2. 5915 3. 1150 4. 3100-3900 5. 5863 6. 5815

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$1,387,282	29.86%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Increases to/Improvements in Services to Unduplicated Pupils			
Goal and Action	Increased or Improved Action/Service	Scope	Cost of Action/Service
<p>Goal 1 Action J:</p> <p>Data Manager and ECS certificated staff will oversee coordination between SchoolZilla and other school data sources in order to disaggregate subgroup data for analysis, create data visualizations and respond to teacher and administrator questions about data. All teachers will also participate in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECS will also use TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes will drive improvements in instruction and programs for UDPs. (State Priority 2)</p>	<p>Improvement: Departments will focus on vertical alignment and collecting and using student data during 18-19 school year. Test scores (i.g. CAASPP math and English, NWEA, and IAB) will also be examined, and target goals will be set and monitored by departments throughout the year. Additionally course surveys will be distributed to students to provide feedback to teachers on their learning experiences.</p>	<p><input checked="" type="checkbox"/> School-wide <input type="checkbox"/> Limited to Unduplicated Pupils</p>	\$123,745
<p>Goal 1 Action K:</p> <p>In August new teachers will participate in three weeks of professional development (PD), and returning teachers</p>	<p>Improvement: Summer professional development will focus on ECHS Best Practice 2D: Collecting and Using Data. Considering Senior Thesis historical data,</p>	<p><input checked="" type="checkbox"/> School-wide <input type="checkbox"/> Limited to Unduplicated Pupils</p>	\$13,155

<p>will participate in two weeks of PD.</p> <p>The focus for summer PD will be determined through data analysis in concert with stakeholders. We anticipate continuing focus on math achievement.</p> <p>Additionally ECHS will purchase educational software, provide teacher stipends to conduct research & provide professional development, create field trip opportunities for students, and cover substitutes for teachers who are participating in the senior thesis re-vamp and other professional development endeavors throughout the year. (Stat Priority 2)</p>	<p>nationwide data, and college writing centers data, all departments will align critical reading and argumentative writing to the thesis rubric. Furthermore, English department will align writing rubrics to the CAASPP Argumentative writing rubric & the thesis rubric. This work will help ECHS teachers understand how to respond to students' immediate academic needs in order to be successful throughout the vertical alignment and on the culminating assessment in twelfth grade.</p>		
<p>Goal 2 Action B</p> <p>Administrators and ELD coordinator will oversee RFEP process, ELD course implementation, ELD standards implementation. ELD coordinator will also provide professional development and provide instructional coaching and support. Paraeducators will also be trained to support ELD students and provide extra support for English Learners in their content courses. (State Priority 7)</p>	<p>Increase: ECHS will hire a Full-Time paraeducator to support EL students</p> <p>Improvement: All English Learners will be enrolled in a Senior Thesis writing support class</p>	<p><input type="checkbox"/> School-wide</p> <p><input checked="" type="checkbox"/> Limited to Unduplicated Pupils</p>	<p>\$121,229</p>
<p>Goal 2 Action C</p> <p>ECHS counseling team will utilize software and work with community partners to tend to academic, social, and emotional needs of students by providing the following:</p> <ul style="list-style-type: none"> ● Academic and Graduation Progress monitoring ● Internships, Job Shadows, and Community Service Opportunities ● College and Financial Aid counseling and guidance ● Social and Emotional Support ● Monitoring student attendance ● Implementing SST process and working with grade level teams to provide necessary interventions for at-risk students <p>(State Priority 4 & 5)</p>	<p>Increase: ECHS will hire a Full-Time counselor</p> <p>Increase: ECHS will work with Woodcraft Rangers to hire a Part-Time internship coordinator for students to access job shadows, mentorships, and community service opportunities.</p> <p>Increase: ECHS will implement Noblehour, an online platform, in order to provide students with community service opportunities through local organizations and partners</p>	<p><input checked="" type="checkbox"/> School-wide</p> <p><input type="checkbox"/> Limited to Unduplicated Pupils</p>	<p>\$485,976</p>

<p>Goal 2 Action D</p> <p>ECHS will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement for unduplicated pupils</p> <p>(State Priority 4A. – local metric)</p>	<p>Increase: Release time will be provided over summer or during the school year for scope and sequencing, vertical alignment, course evaluation, textbook selection, integration of SBAC questions into curriculum and assessment, etc.</p> <p>Increase: Principal and one math teacher will attend summer institute at Harvard to improve coaching and instruction at ECHS</p> <p>Increase: Math teachers will opt in to MQI coaching mode and receive coaching sessions twice per month throughout year</p> <p>Increase: ECHS will provide the following events, communications, and workshops in order to help parents/guardians understand how to support their students in being college and career ready and get feedback to best serve students and their families:</p> <ol style="list-style-type: none"> 1. Math Night for all families and subgroup families 2. Course placement policy communication meeting 3. Parent Conferences (data share out- PSAT, SAT, NWEA, etc.) 4. Families of ECHS 5. Data share out at SSC/ ELAC <p>Improvement: ECHS will implement NWEA self reflections to help students understand their progress and levels of achievement</p> <p>Improvement: ECHS will purchase or license software and curriculum that helps students connect content to the real world (Mathalicious, Geogebra, Newsela etc.). Educational software such as Edgenuity will provide Individualized_math and English Learning Plans for target students, including ELs</p> <p>Improvement: ECHS will continue to partner with UCLA Math Project to ensure that math teachers receive quality professional development in order to improve instruction of mathematics and increase students achievement</p> <p>Improvement: ECHS will continue to partner with Harvard Graduate School of Education to ensure that math teachers receive quality mathematics coaching in order to improve instruction of mathematics and increase students achievement</p> <p>Improvement: Math teachers will engage in lesson</p>	<p>✓ School-wide</p> <p>☐ Limited to Unduplicated Pupils</p>	<p>\$25,144</p>
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	<p>studies, benchmark protocols, and student work analyses at least once per month to monitor student performance in math throughout vertical alignment</p> <p>Improvement: Math department and administration will evaluate student achievement data mid year and at the end of the year to project course placement (for example, moving between accelerated and integrated programs); this will inform master schedule planning for following year. Additionally, counselors, principal, and math department will use department team time once per month to analyze student achievement data and identify struggling students and provide appropriate interventions and supports, including mandatory tutoring and math lab attendance</p> <p>Improvement: ECHS will continue to develop a comprehensive long-term plan for the math program, including vertical alignment and assessment.</p> <p>Improvement: IAB training will be provided by Director of Curriculum and Instruction to all math teachers in order to monitor progress of students over time in order to better prepare students for college readiness in math</p> <p>Improvement: Math teachers will visit other school sites and observe/collaborate with other math teachers</p>		
<p>Goal 2 Action E</p> <p>In order to prepare students for college and career, additional services will be provided in order to level the playing field and enhance achievement and graduation/college success. Each year students will take College Readiness courses to develop study & test-prep skills and gain the navigational capital necessary to apply, be accepted to, and apply for financial aid for postsecondary education.</p>	<p>Increase: College Readiness teachers will attend SAT and ACT workshops/conferences and receive PD on SAT/ACT prep.</p> <p>Increase: ECHS will contract Kagan Strategies to provide PD for teachers; these strategies will include test taking strategies</p> <p>Increase: ECHS will conduct a SPED Audit in order to maximize resources within the SPED department and streamline supports for SWDs + ELs</p> <p>Improvement: Diagnostic exams and summer homework will be assigned for all AP courses the summer prior to taking the course. Student achievement data on these assignments will be used to inform instruction, planning, and differentiation during the school year</p> <p>Improvement: SPED Coordinator, 504 Coordinator, and ELD Coordinator will conduct observations of target</p>	<p>✓ School-wide</p> <p>☐ Limited to Unduplicated Pupils</p>	<p>\$299,280</p>

	<p>students to provide additional support and feedback to teachers and ensure that all necessary accommodations and modifications are being implemented</p> <p>Improvement: ECHS will develop a more comprehensive long-term plan for the AP program that includes more professional development opportunities for AP teachers, additional instructional coaching specifically for AP teachers, annual program evaluation based on AP teacher feedback, student performance data, and other stakeholder feedback</p>		
<p>Goal 2 Action F</p> <p>ECHS will Develop systems of support beginning in the 9th grade school year to increase overall passage rates on the culminating writing assessment, the Senior Thesis Project.</p>	<p>Increase: 1-4 Part-Time teacher assistants will be hired from local university writing programs to support students through Senior Thesis project</p>	<p><input checked="" type="checkbox"/> School-wide</p> <p><input type="checkbox"/> Limited to Unduplicated Pupils</p>	\$9,400
<p>Goal 3 Action A</p> <p>ECHS will promote parental participation in programs for unduplicated pupils and provide parents and families with quality written and in-person translations</p>	<p>Increase: ECHS will provide the following events, communications, and workshops in order to help parents/guardians of UDPs understand how to support their students in being college and career ready and get feedback to best serve students and their families:</p> <ol style="list-style-type: none"> 1. Course placement policy communication 2. Parent Conferences (data share out- PSAT, SAT, NWEA, etc.) 3. Families of ECHS 4. Data share out at SSC/ ELAC <p>Improvement: ECHS will implement student course evaluations to gather baseline data on courses, classroom environment, and student-teacher relationships</p> <p>Improvement: Administration and Dean of Student Services will work with afterschool site coordinator, student groups, and clubs to gather feedback about school climate and culture</p>	<p><input checked="" type="checkbox"/> School-wide</p> <p><input type="checkbox"/> Limited to Unduplicated Pupils</p>	\$10,000
<p>Goal 3 Action B</p> <p>Quality outdoor education experiences, service learning and community work relies upon community partnerships.</p>	<p>Increase: ECHS will hire a part-time teacher to coach and provide professional development on Best Practice 4: Environmental and Experiential Learning.</p>	<p><input checked="" type="checkbox"/> School-wide</p> <p><input type="checkbox"/> Limited to Unduplicated Pupils</p>	\$231,462

<p>ECS and school-site leadership will develop and sustain partnerships in order to increase engagement of unduplicated pupils, so they are able to access resources, experience, and expertise related to their educational/career plans.</p> <p>(State Priority 5A – local metric)</p>	<p>Improvement: ECHS will work with Woodcraft Rangers to hire an after school club leader to support students in accessing community resources and partnerships for job shadowing and internship opportunities.</p>		
<p>Goal 3 Action C</p> <p>The ECHS Equity and Diversity Task Force will work with students, families, teachers (stipends), administrators, the ECS board, and other stakeholders to collect and analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program and build students’ sense of connectedness.</p> <p>(State Priority 6C – required local metric)</p>	<p>The following increases/improvements will be implemented:</p> <p>Increase: ECHS will hire a part-time Equity Coach</p> <p>Improvement: Equity and Diversity Task Force will work with Families of ECHS to develop student surveys that specifically address school culture and connectedness at ECHS</p> <p>Improvement: Equity and Diversity Task Force and Families of ECHS to meet with African American parents and students to work toward recruitment, retention, and achievement of African American students</p>	<p>✓ School-wide <input type="checkbox"/> Limited to Unduplicated Pupils</p>	<p>\$31,592</p>
<p>Goal 3 Action D</p> <p>ECHS will improve school climate and provide students with a safe, inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect. ECHS will provide a robust afterschool program to supplement the educational program and increase student engagement and sense of connectedness.</p> <p>(State Priority 6C – local metric)</p>	<p>Improvement: After school surveys will be distributed mid year and at the end of each school year to identify areas of growth and understand student demand for specific clubs and programs</p> <p>Improvement: ECHS will provide teachers with advisory support throughout year</p>	<p>✓ School-wide <input type="checkbox"/> Limited to Unduplicated Pupils</p>	<p>\$204,275</p>