LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Environmental Charter High School
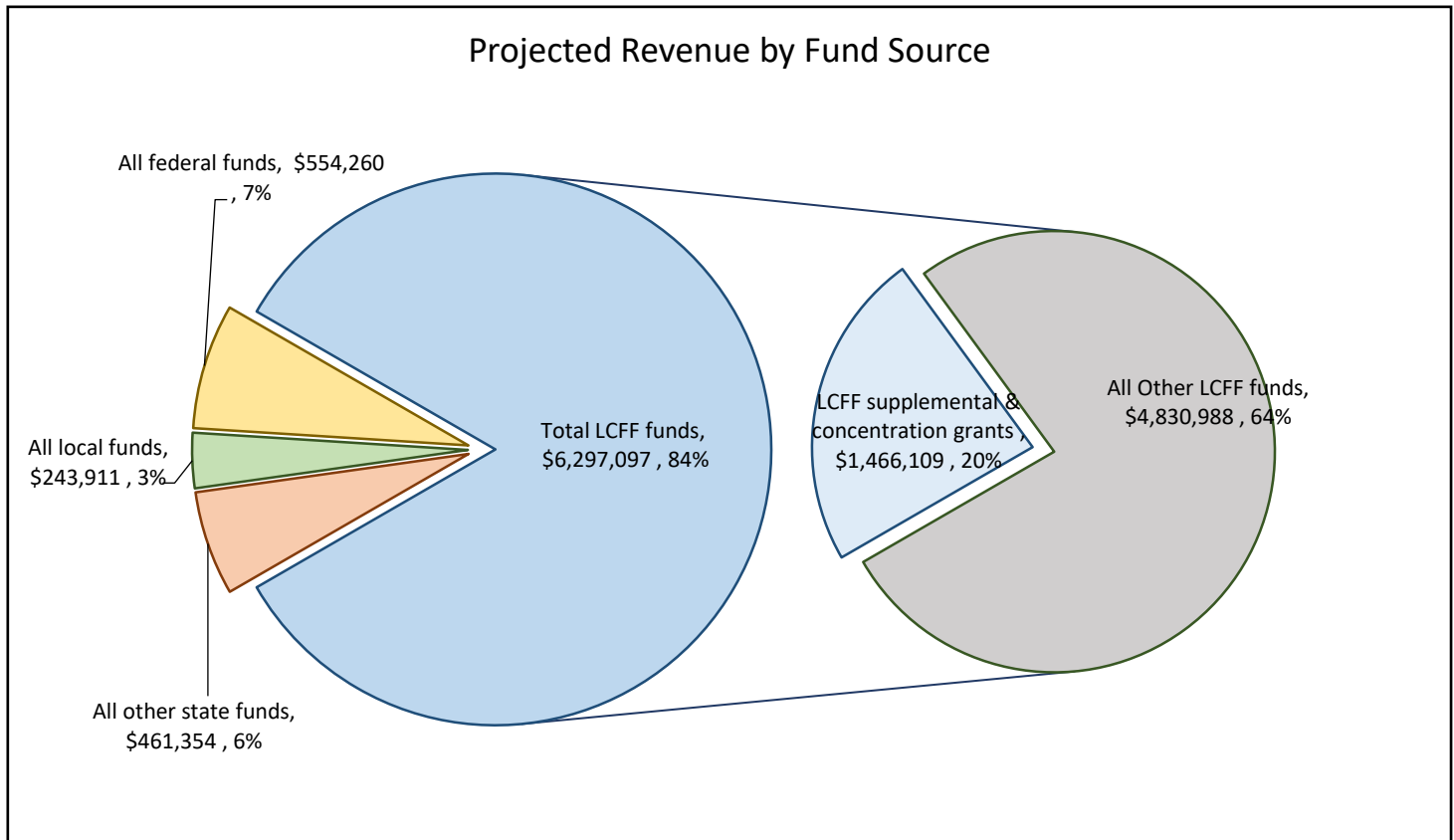
CDS Code: 19646911996438

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: K.C. Fabiero - 424-254-2658 - kc_fabiero@ecsonline.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $554,260, 7%

All local funds, $243,911, 3%

All other state funds, $461,354, 6%

Total LCFF funds, $6,297,097, 84%

LCFF supplemental & concentration grants, $1,466,109, 20%

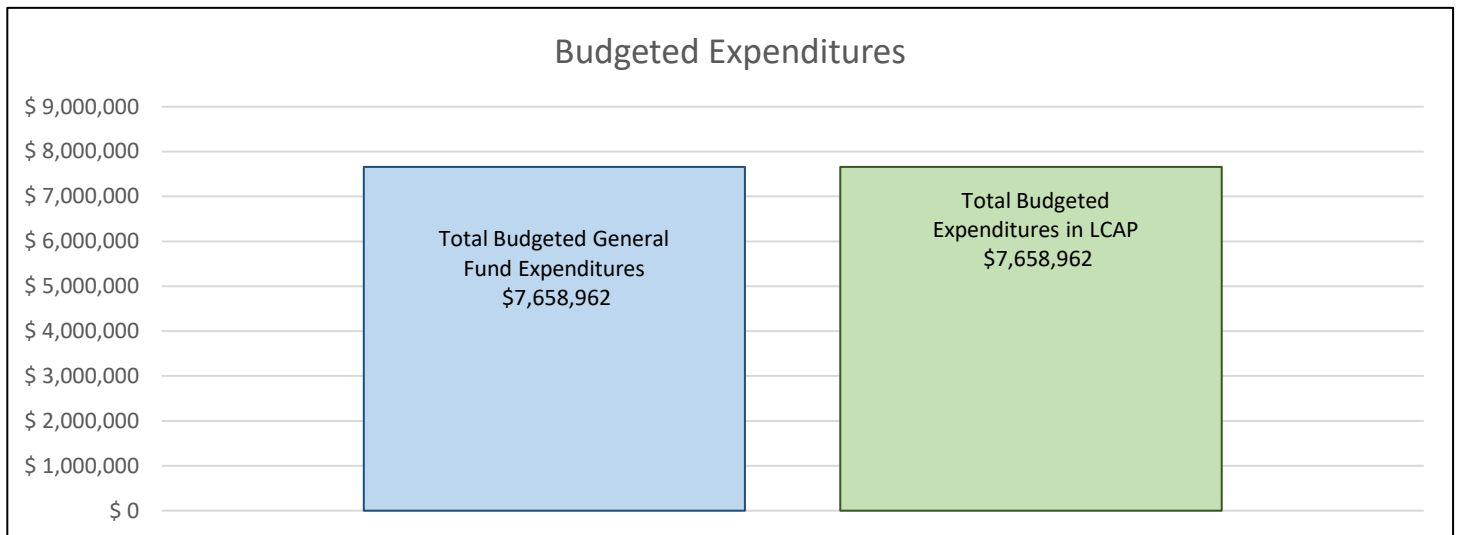All Other LCFF funds, $4,830,988, 64%

This chart shows the total general purpose revenue Environmental Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Environmental Charter High School is $7,556,622.00, of which $6,297,097.00 is Local Control Funding Formula (LCFF), $461,354.00 is other state funds, $243,911.00 is local funds, and $554,260.00 is federal funds. Of the $6,297,097.00 in LCFF Funds, $1,466,109.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures

Chart showing two bars:
- Total Budgeted General Fund Expenditures $7,658,962
- Total Budgeted Expenditures in LCAP $7,658,962

This chart provides a quick summary of how much Environmental Charter High School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.
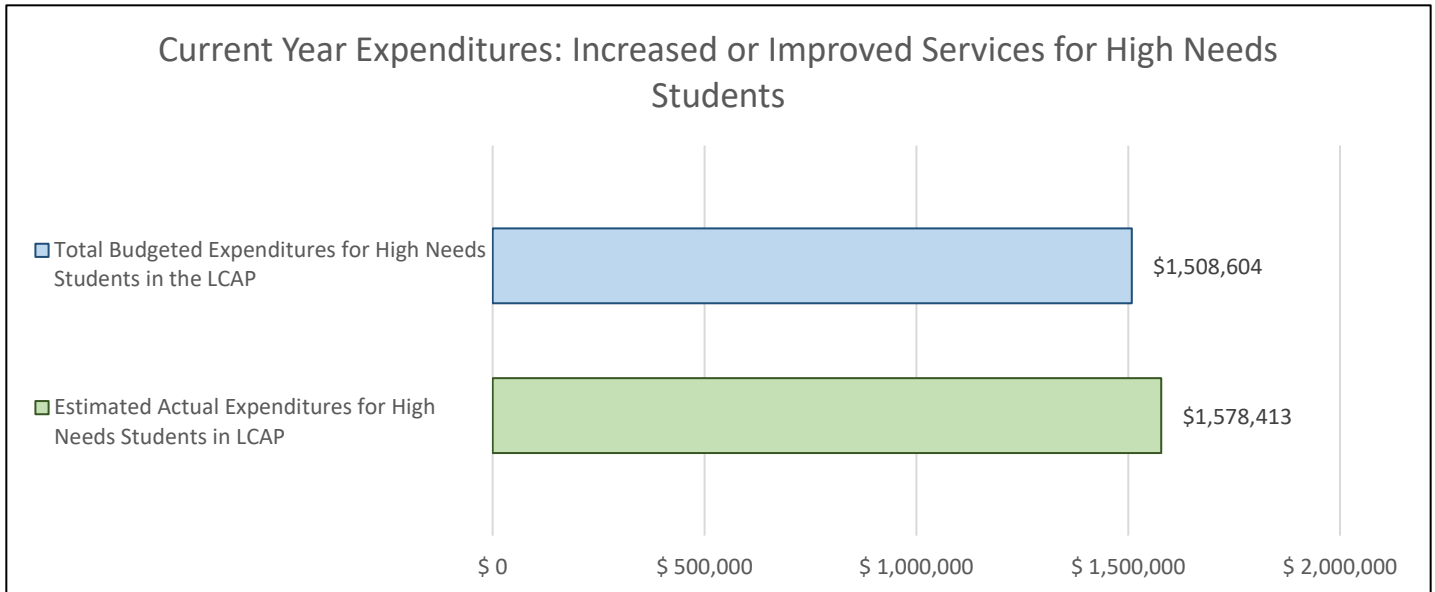
Environmental Charter High School plans to spend $7,658,962.00 for the 2019-20 school year. Of that amount, $7,658,962.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Environmental Charter High School is projecting it will receive $1,466,109.00 based on the enrollment of foster youth, English learner, and low-income students. Environmental Charter High School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Environmental Charter High School plans to spend $1,595,884.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,508,604
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$1,578,413

$0 $500,000 $1,000,000 $1,500,000 $2,000,000

This chart compares what Environmental Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Environmental Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Environmental Charter High School's LCAP budgeted $1,508,604.00 for planned actions to increase or improve services for high needs students. Environmental Charter High School estimates that it will actually spend $1,578,413.00 for actions to increase or improve services for high needs students in 2018-19.

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.

LEA Name	Contact Name and Title	Email and Phone
Environmental Charter High School	K.C. Fabiero, Principal	kc_fabiero@ecsonline.org, 424-254-2658

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, SpaceX, 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 2018-19. At 507 students, ECHS is at 98.4% of its enrollment goal, and our facilities provide sufficient classrooms to accommodate current enrollment. The class to student ratio in 2018-19 is 1:26, 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 97.4% of students in 17-18 (18-19 data pending) 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 2018-19, 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.

Although data are not yet available for the 18-19 school year **(18-19 data pending)**, the following are ECHS' goals for improving student outcomes:

English and Math Proficiency

ELA: Achieve "high" status on CA Dashboard

Math: 37% of 11th grade students meet or exceed the standard

English Language Development: ELPAC/Reclassification

ELPI increases by 2%

Advanced Placement

% of students scoring 3 or better increases by 2%

College Entrance and Retention

95% or more of pupils accepted into 4-year university

80% or more of pupils enroll in post-secondary

90% or more of pupils who enroll return for second year

English and Math Proficiency

English

In 18-19 the English Department aligned their work around informational text and argumentative research to the senior thesis rubric; the history department aligned their work around civic action to this project as well. All ELA and History teachers attended monthly Reading Apprenticeship (RA) cohort meetings, where they learned strategies and developed a common language around literacy. Student work analysis in these sessions also assisted teachers in supporting students in building towards this project. An RA coach facilitated a 2-day workshop mid-year, focusing on lesson study and peer observation, which enabled teachers to model and observe the strategies they were learning throughout the year. All English teachers also had a writing intern for semester 1; these interns supported students by providing feedback and conferencing with students during the writing process in order to increase writing and communication skills.

Summer professional development focused on ECHS Best Practice 2D: Collecting and Using Data. Considering Senior Thesis historical data, nationwide data ,and college writing centers data, all departments aligned critical reading and argumentative writing to the thesis rubric. Departments generated topic lists from their courses and curriculum, and all teachers became mentors and graders, creating a more equitable and sustainable project. Furthermore, English department aligned writing rubrics to the CAASPP Argumentative writing rubric & the thesis rubric, and the History department began working to align to the civic action component. The senior presentation was shifted to ask students to reflect on their 4-year experience and how they are college and career ready. In presenting their paper, civic action, and additional artifacts teachers are able to hear from students how they are experiencing our program. PD was provided by administration, the English 12 teacher, Government teacher, and Senior Seminar teacher to support teachers in aligning their courses to the pinnacle assessment. This work helps 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.

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 18-19 ECHS continued to partner with

UCLA Math Project (UCLAMP) to provide math teachers and site administrators with math professional development. In 18-19 we doubled the number of lab days that UCLAMP facilitated for the math department throughout the year (4 lab days total). Additionally, UCLAMP provided professional development to math teacher prior to each lesson study lab day.

The math department continues to refine the department scope and sequences and vertical alignment using multiple measures of student achievement data, and in 19-20 ECHS looks to hire a shared ECS Math Specialist, who will coordinate efforts across ECS to improve math programming and create a vertical alignment across grades in math. ECHS is also planning to hire an additional FTE math teacher in order to release a FTE high school math coach to support math teaching and instruction at the high school. Finally, ECHS looks to pilot the implementation of new math curriculum in order to support a streamlined vertical alignment. New textbooks will also align with common core math standards and College Board standards for Advanced Placement courses.

English Language Development

ECHS continues to employ an ELD coordinator. Although the Fall 2018 CA School Dashboard does not provide an ELPI status because 2018 is the first year for which ELPAC results are available, the dashboard does state that 55.2% of ELs at ECHS achieved the level 4 proficiency level (Well Developed), and a further 31% achieved the level 3 proficiency level (Moderately Developed).

As of this writing, our reclassification rates are as follows:

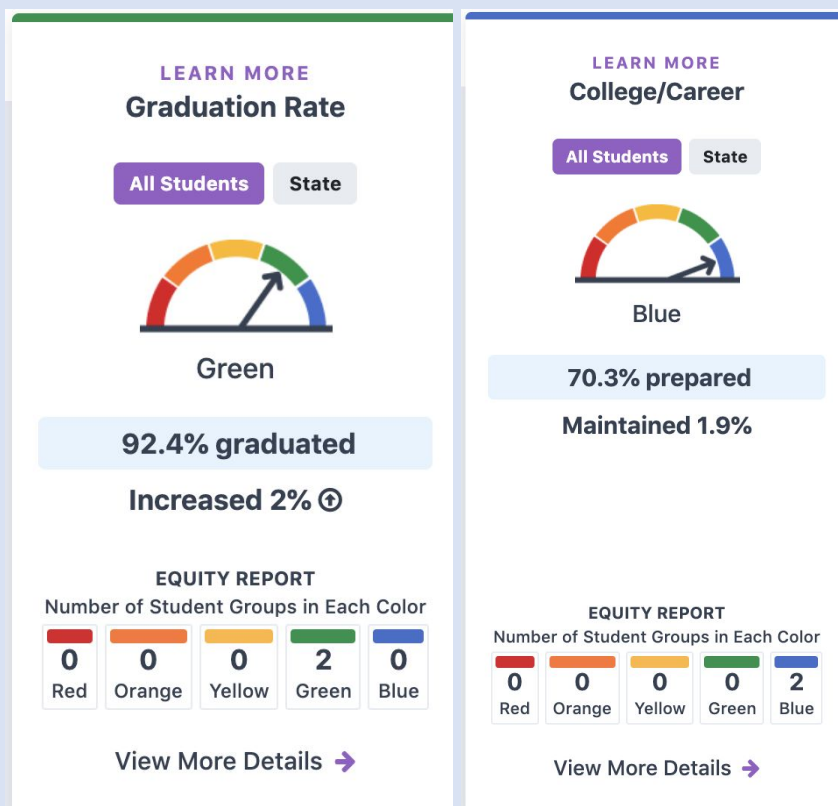|	18-19	Cohort
Class of 2019	25% (1/4)	75% (9/12)
Class of 2020	26% (2/7)	69% (11/16)
Class of 2021	0% (0/10)	52% (11/21)
Class of 2022	0% (0/22)	0% (0/22)

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.

Advanced Placement, College Entrance, and Retention

ECHS students are making great progress towards college readiness. Course passage rates remain high overall, averaging around 86.5% as of mid-2018-19, and although we do not yet have AP test passage rates for 2018-19 (18-19 data pending), 30.2% of AP test takers received passing scores in 2016-17 (17-18 and 18-19 data pending). Additionally, In 2017-18, 15% of our Early Assessment Program (EAP) English test takers, and 7% 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 46% of our English test takers and 24% 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 2017-18, 97.4% of our seniors had completed their A-G requirements for University of California college admission, and ECHS seniors achieved a graduation rate of 92.4%, 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, 70.3% of ECHS seniors from the class of 2017 were prepared for college/career.

LEARN MORE
Graduation Rate

All Students   State

Green

92.4% graduated

Increased 2% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	2	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE
College/Career

All Students   State

Blue

70.3% prepared

Maintained 1.9%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	2
Red	Orange	Yellow	Green	Blue

View More Details →

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 YQUE 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. 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 in 17-18. 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 was used to inform PD for the 18-19 school year, which focused on the text Teaching for Black Lives. From this PD initiative, ECHS ILT also created differentiated PD spaces for the last three months of school in order to address the varied needs of teachers with regards to research and investigation of identities, pedagogy, and practice. Work from these differentiated spaces will also inform PD and curricular decisions starting in the 19-20 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 average daily attendance, which remains high at 97.1% as of May 2019.

ECHS' progressive discipline plan, which includes extensive collaboration between administration, counselors, teachers, families, and students, has also been effective, as measured by ECHS' expulsion rates, which remain at 0% school wide. These are indicators of ECHS' successful efforts to maintain a connected, safe community which we will also be able to further measure through the Healthy Families and Healthy Kids surveys, distributed in Spring of the 2018-19 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. 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, 4 teachers cleared their credentials in June 2019, two teachers cleared their credentials in May 2019. Moreover, ECHS has decreased its turnover rate dramatically over the past several years. After the 2017-2018 school year, one teacher retired, two moved on to other schools, and all other ECHS teachers returned from the previous year for the 18-19 school year.

Pupils at ECHS have sufficient access to standards-aligned instructional materials and technology. Part of ECHS' mission is to develop students as critical thinkers who are equipped 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 1:1 laptop carts and technology like document cameras and smart boards 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. In July 2015 ECHS contracted 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. 96% of teachers reported being satisfied or very satisfied with the response rate of technology support and 96% of teachers felt they received adequate support for technology hardware and networking problems.

In the summer of 2018 the campus network infrastructure was replaced in order to increase bandwidth and internet speed. The network backbone was upgraded from 1Gb to 10Gb, and fiber optic cable replaced copper ethernet cabling. All network devices (routers, switches, and network security appliances) were replaced and added. The individual access points (AP's) were upgraded for higher throughput, greater capacity and range, and future capability and expansion.

State Priority 7: All pupils at ECHS are enrolled in a broad course of study, and 97.4% of students in 17-18 completed their A-G requirements (18-19 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

DIS and social-emotional counseling support through Richstone and Didi Hirsch, local community partners

Transition services to familiarize students with resource centers on community college and university campuses

College prep curriculum to support students in taking career surveys, developing resumes, and engaging in mock interviews to prepare them for jobs and careers

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 in 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. In 2018-2019 ECHS also started using an extension of Schoolzilla called Mosaic, to track specific groups of students based on different data points such as test scores, course failure rates, attendance, etc. 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. In 2018-2019 all ECHS teachers also engaged in gradebook analyses, which involves teachers accessing their classroom and student data to identify discrepancies in performance of specific subgroups. This distribution of leadership and building of capacity of teachers to monitor their student achievement data and adjust instruction accordingly has led to slight increases in course passage rates of specific subgroups.

ECHS 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. In 2017-2018 ECHS started using Edgenuity to support ELD students and SWDs by providing individualized, tailored instruction in math and English. In 2018-2019, 73% of ELD NWEA test takers showed growth in math from Fall to Winter on the NWEA (up from 40% in 17-18), and 40% showed growth from Winter to Spring (up from 31% in 17-18). 57% showed growth in Reading from Fall to Winter (up from 40%), and 66% showed growth from Winter to Spring (up from 43%). 52% showed growth in Language Use from Fall to Winter (up from 46%), and 53% showed growth from Winter to Spring (up from 42%).

Summative ELPAC results for 18-19 have not yet been released (18-19 data pending), but the following were the outcomes of the summative ELPAC for 2017-2018:

Overall				Oral Language				Written Language			
Min	Some	Mod	Well	Min	Some	Mod	Well	Min	Some	Mod	Well
0	4	9	16	0	2	7	20	4	9	11	5
0%	14%	31%	55%	0%	7%	24%	69%	14%	31%	38%	17%

86% (25/29) of students scored a 3 or better. 4 students scored a 2, and 3 of them are SWDs. One was in his second year in the United States. ECHS was also selected as a field test subject for computer-based ELPAC, which will be administered in October 2019 (field test) and April of 2020 (with scores).

Additionally, in 18-19 ECHS has reclassified 3 students as of January 30th, 2019. Of the remaining 14 students in grades 10-12 who are still pending reclassification, 8 are also SWDs, and one has a 504 plan. There are two of the 14 that we expect to reclassify by the end of the year based on projected GPA and ELPAC scores. We also are projecting one 9th grader to reclassify by the end of the year based on projected GPA and ELPAC scores; however the additional four students are likely not to reclassify based on ELPAC predictions. There are currently two 12th grade EL students, and both are expected to graduate on time with all of their A-G requirements and acceptance into a 4-year university; however they will not reclassify before graduation. We attribute this shift in reclassification rates to the freshmen class' ELA levels, and we also attribute this to a high reclassification rate in 17-18.

State Priority 4: According to the 2018 CA School Dashboard, ECHS decreased in pupil achievement using assessment data; ECHS' Math Distance from 3 declined by 11.1 on CAASPP Math.

Graduation rates increased to 92.4% in 2017-2018; this was a 2% increase from the previous year according to the CA dashboard. Graduation rates for subgroups are as follows:

English Learners: 88.2% (no prior year data)

Socioeconomically Disadvantaged: 91.4% (+1.9%)

African American students 100% (maintained)

Hispanic students: 92.1% (+3.4%)

Action 2.3 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, 97.4% of students in 17-18 completed their A-G requirements (18-19 data pending), and according to the California School Dashboard, ECHS maintained a Very High status for College/Career for students in the class of 17-18 at 70.3% Prepared, ECHS received Very High status for all major subgroups, including SED and Hispanic.

96% of students in the graduating classes of 2018 (2019 data pending) were accepted into a four-year university. 61% of current seniors met or exceeded the standard on the EAP English assessment. These results are attributed to Action 2.5 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 1.11 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 2018-2019, and course passage rates have remained high for students overall.

Course Passage Rates 2017-2018	Mid-Year	End of Year
English	85%	97%
Math	79%	76%
Science	91%	88%
Social Science	90%	89%

Additionally, SEDs course passage rates in English and math are at 90% for Mid Year of 2018-2019 (+4% from mid-year 2017-2018) and 79% (maintained from mid-year 2017-2018), respectively.

Course passage rates in science and social science are at 86% for Mid Year of 2018-2019 (-5% from mid-year 2017-2018) and 89% (-1% from mid-year 2017-2018), respectively.

State Priority 8: (see appendix 8)

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 attended parent conferences in the 17-18 school year. In 18-19 93.7% of parents and families attended conferences. ECHS has also seen an increase in parent/guardian engagement from parents/guardians of UDPs; in 17-18 89.7% of parents/guardians of SEDs 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. In 18-19, 98.6% of parents of UDPs attended events, workshops and conferences, as did 95% of parents of ELs. 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. After seeing continued success of providing quality translation for parents and families, ECHS will be expanding its budget for quality translations in order to provide interpreters in IEP meetings for students who are classified as English Learners. This is also complies with recent legislation.

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 (EOY 2018-19 data pending). Average daily attendance remains high at 97.1% for 2018-19, and 92.42% of students from the class of 2018 graduated (EOY 2018-19 data pending). In 17-18, the dropout rate was 2.54%.

One of ECHS' local metrics for student engagement includes attendance on outdoor education field trips, and in the 17-18 year 88% of students attended their grade-level outdoor education trip compared to (EOY 2018-19 data pending) to the following places:

9th: Catalina

10th: Idyllwild- 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 3% school wide, and as of this writing no students have been expelled in the 2018-19 school year. According to the California Healthy Kids Survey (CHKS), (18-19 data pending) of students report feeling safe or very safe at school.

ECHS also started distributing the California School Parent Survey in 2016-17 and in 17-18 85% of parents/guardians agreed or strongly agreed that ECHS is a safe place for their student(s) compared to (2018-19 data pending) in 2018-19. 94% 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

State Priority 5: Pupil Engagement

State Priority 6: School Climate

Chronic Absenteeism:

Although ECHS has maintained low chronic absenteeism rates for the prior two school years, there was an increase in the percentage of students in 18-19 who were classified under chronic absenteeism. As of this writing in May 2019, the chronic absenteeism rate is currently at 3.77%, which is twice the percentage as the previous two years.
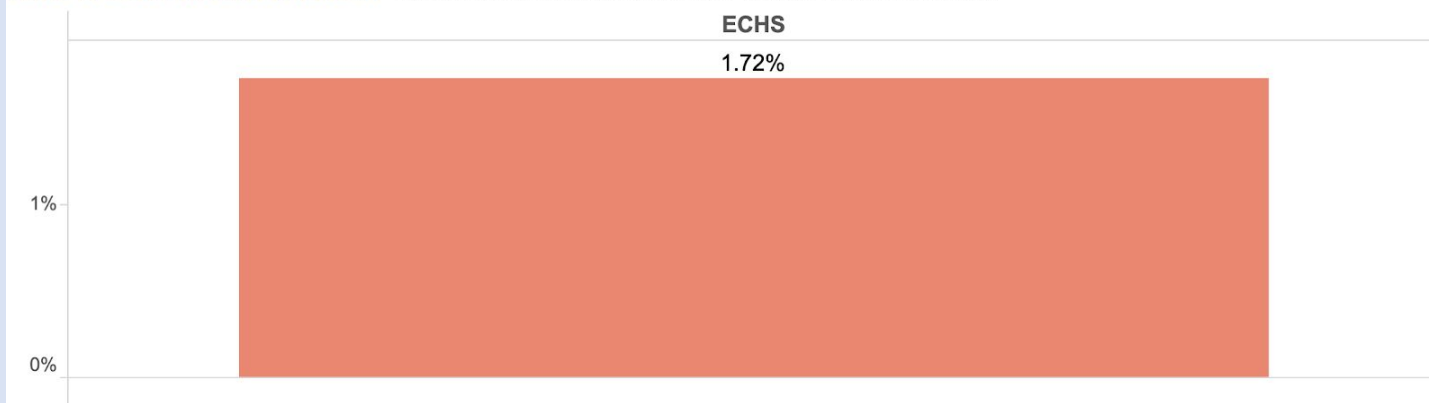
Attendance Rate Threshold	Set Start Date	Set End Date	Select School	Select Segmentation	Select Subgroup
90%	8/20/2018	6/14/2019	ECHS ▾	Overall ▾	▾

Rate of Chronic Absenteeism - *includes both excused and unexcused absences*
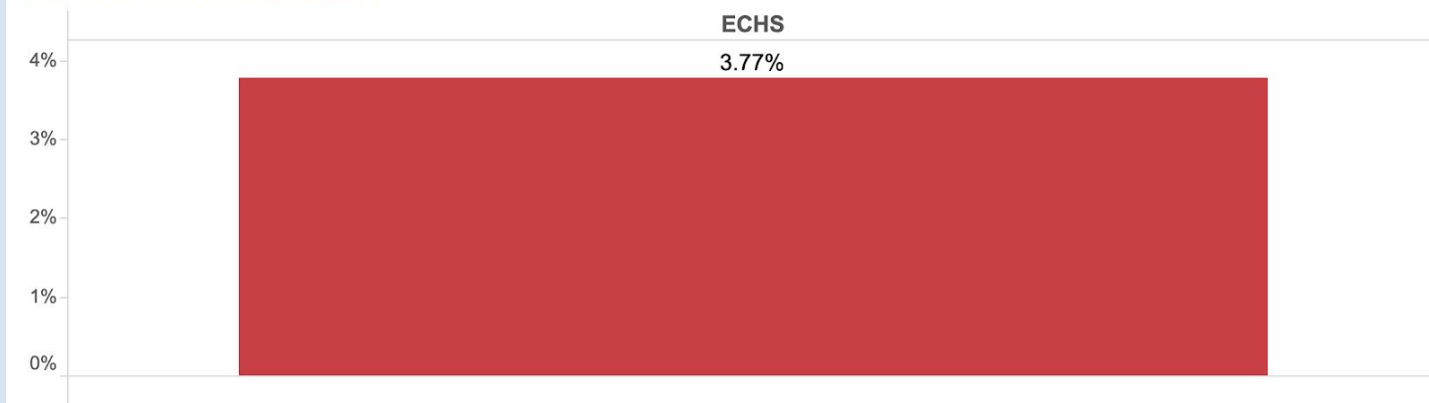
Attendance Rate Threshold	Set Start Date	Set End Date	Select School	Select Segmentation	Select Subgroup
90%	8/20/2017	6/14/2018	ECHS ▾	Overall ▾	▾

Rate of Chronic Absenteeism - *includes both excused and unexcused absences*

Rate of Chronic Absenteeism - *includes both excused and unexcused absences*
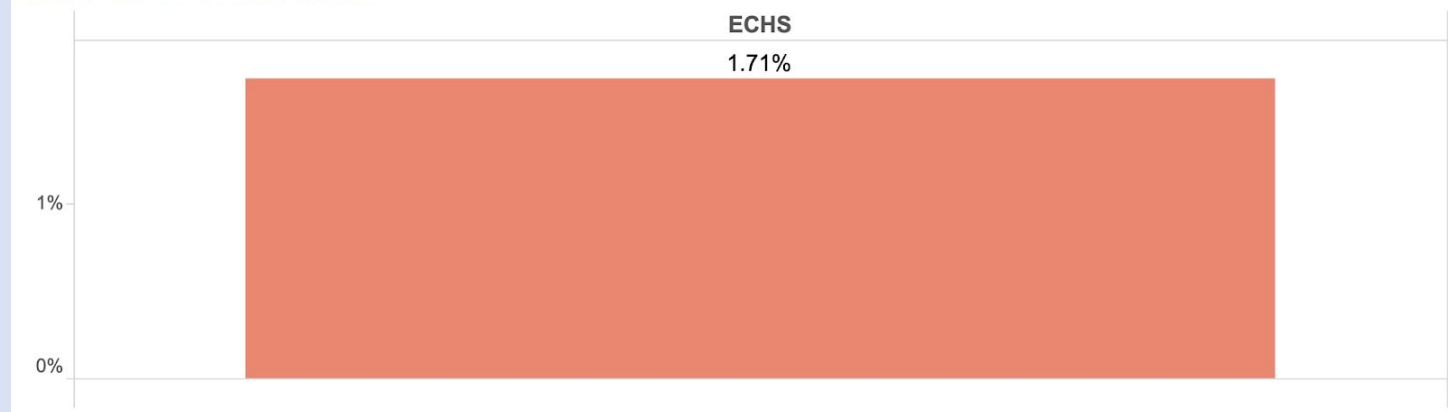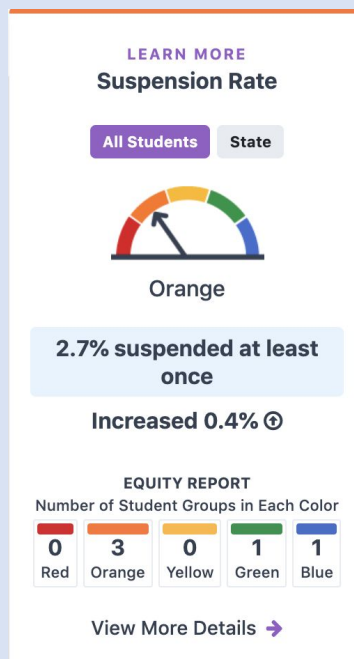

ECHS
1.71%

ECHS has systems in place that have proven to be effective in past years; however, implementation was not as strong in 18-19 as in prior years. Administration and student services are working together to ensure that systems are implemented with fidelity again in 2019-2020.

Suspension Rates:

ECHS' dashboard data for suspension increased to 2.7%, which caused suspension status to change to Orange for the 2018-2019 school year.

Suspension rates increased for SWD (+4.1%), Hispanic (+0.9%) and SED (+0.4%) student groups

All Student group also increased by +0.4%

LEARN MORE
Suspension Rate

All Students   State

Orange

2.7% suspended at least once

Increased 0.4% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	3	0	1	1
Red	Orange	Yellow	Green	Blue

View More Details →

As of this writing in May of 2019, suspension rates will have further increased from 17-18 to 18-19 due to an increase in incidents involving physical altercations between students. Because many of these incidents have occurred in or near restrooms, ECHS is looking to install a "swipe" system that would require students to swipe in and out of restrooms using their school IDs. This system will record the number of students in the restroom at any given time, and staff will have access to real-time data regarding bathroom use to ensure students are not using the space in inappropriate ways.

CAASPP Performance:

- ELA Distance From Standard declined significantly for Hispanic (-21), SED (-20.3), and All Students (-23.5) groups

- Math Distance From Standard declined significantly for Hispanic (-14.9), SED (-8.9), All Students (-11.1) groups

In order to address this, ECHS has implemented the following:

ELA: In the 17-18 school year all humanities teachers received summer PD in Reading Apprenticeship to develop a school-wide approach to literacy. In 18-19 the Assistant Principal provided ongoing professional development throughout the year to reinforce this approach with the English and History departments. In 19-20 the entire school will be receiving follow-up professional development throughout the year to continue to strengthen this approach and incorporate literacy across content areas.

Math: In the 17-18 school year, three math teachers received PD and coaching from the Harvard Graduate School of Education using the MQI framework. The entire math department received a week of PD provided by the UCLA Math Project, and throughout the school year the math department participated in lesson studies once a semester as a department. In 18-19 ECHS continued its partnership with UCLAMP and implemented four lesson studies with the math department (2 per semester). In 19-20 ECHS will be looking to adopt and implement a curriculum that more closely vertically aligns with the ECS middle schools' curriculum. In order to do this, ECHS will be hiring an additional FTE math teacher to release a current teacher to be FTE math coach. ECHS will also be hiring a Math Specialist in order to support the adoption and rollout of a new curriculum.

ECHS is also planning on re-structuring its RTI model and strengthen its Tier 1 supports, which will strategically target student subgroups that are showing declines in performance in English and Math. ECHS will also be providing PD provided by Kagan to support teachers in acquiring and implementing Tier 1 supports in their classrooms that address the needs of specific student subgroups, including SEDs, ELs, and SWDs.

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 subgroup at ECHS has 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 2.4:**
ECHS will identify, implement and evaluate strategies to improve math | **Increase:** ECHS will implement new math curriculum in order to support a streamlined vertical alignment. New textbooks will also align with common core math standards

Increase: In 2019-20 the math initiative will continue under the leadership of a new shared ECS Math Specialist. They will coordinate efforts across ECS to improve math | ✓ School-wide
✓ Limited to Unduplicated Pupils | $40,174 |

achievement for unduplicated pupils (State Priority 4A. – local metric)	programming and create a vertical alignment across grades in math. **Increase:** ECHS will hire an additional FTE math teacher to release a FTE high school math coach For the past three years, math proficiency on CAASPP has remained around 31% for the overall population. In 17-18, 29% of SED students met or exceeded the standard, and 0% of EL students met or exceeded the standard. The aforementioned increases will allow ECHS math teachers to address the needs of UDPs by implementing a shared common-core aligned curriculum that will ensure pacing and content coverage from course-to-course. We believe this will be effective because in prior years math teachers have been largely responsible for creating their own curriculum due to lack of CCSS-aligned math textbooks and lack of textbooks that are integrated- and accelerated- pathway aligned. We expect that by streamlining the curriculum and providing additional coaching and math specialist supports to the math department, student achievement will increase for UDPs.		
Goal 2.5: 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**: ECHS will contract Kagan Strategies to provide PD for teachers; these strategies will include test taking strategies Based on quantitative and qualitative data gathered by the ECHS ILT as well as DirectEd during a SPED program audit in 18-19, ECHS determined that it needed a clearer, more transparent and shared RTI/MTSS model with stronger Tier I supports. One way to address this is through PD by Kagan, which focuses on in-class strategies that will directly address needs of a variety of learners, including ELs, SEDs, Black and African American students and SWDs- all of these subgroups were included on gradebook analyses conducted by all teachers in 18-19, and a large portion of the teachers reported that they were able to identify performance gaps amongst subgroups but had trouble proceeding with implementing the appropriate strategies in order to address the performance gaps they were seeing in the above subgroups. We are expecting this to be effective in addressing the needs of UDPs because it will help classroom teachers take ownership over their role as principal providers of instruction and support for UDPs. Furthermore, if students can raise their GPAs by increasing their achievement in their classes, this will make them more likely to qualify for their CalGrants, which can be the difference between attending or not attending college for our SEDs (86% of total student population in 18-19) **Increase**: College Readiness teachers will attend SAT and ACT workshops/conferences and receive PD on SAT/ACT prep. **Improvement**: ECHS will develop a more comprehensive long-term plan for the AP program that includes more	✓ LEA-wide ✓ Limited to Unduplicated Pupils	$366,642

	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 Because of ECHS is a college prep school, and because one of ECHS' graduation requirements is for students to be accepted into a 4-year university, it's imperative that students are given opportunities and access to succeed on college entrance exams such as the SAT and ACT as well as the Advanced Placement exams, which make them more competitive in their college applications. This action is principally directed at SEDs because historically, ECHS alum who are SED have reported that the biggest barrier to accessing their top choices in college is financial aid and affordability. Because students can receive college credit by passing AP exams, their success on AP exams can save them literally thousands of dollars in tuition that they would otherwise spend without the credit they receive from passing AP exams in high school. As of 17-18, (18-19 data pending) 20% of sophomore, 43% of juniors, and 40% of seniors who take an AP exam are passing with a 3 or better. By increasing this percentage, ECHS students may be able to more easily afford college.		
Goal 2.6: The school site will participate in an ECS-wide literacy initiative which will implement a common approach to literacy instruction across content areas. We will integrate Reading Apprenticeship into our professional development, including three full differentiated Reading Apprenticeship workshop days in Summer 2019.	**Rationale**: A 2015-16 ECS pilot of Reading Apprenticeship demonstrated the approach's impact on ECS unduplicated pupils-- the CAASPP ELA proficiency rate in RA classrooms had increased by an average of 20%, which was significantly higher than the average increase in ELA CAASPP proficiency rates in non-RA classrooms (3.4%) across ECS in the same year. Key strategies for the literacy initiative include continuously measuring the impact on low income and English learner outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers.	✓ LEA-wide ✓ Limited to Unduplicated Pupils	$50,641

Budget Summary

DESCRIPTION	AMOUNT

Total General Fund Budget Expenditures For LCAP Year	$7,658,962
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$7,658,962

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	$6,297,097

Annual Update

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

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.** All teachers are 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.
ECHS 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
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 ECHS 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	(18-19 data pending; ready in August 2019)
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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will employ certificated employees necessary to implement educational program.	ECHS employed certificated employees needed to implement educational program. We added a Dean of Student Services position to provide additional support to our counseling and student services programs. Two Green Ambassadors Intern positions were also created to provide more support for our Green Ambassador program.	Est. Cost: $1,974,544 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 1000-1930 Certificated Salaries	Est. Cost: $2,088,178 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 1000-1930 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	Our new COO, who replaced our Director of Finance & Operations was a certificated hire, moving costs from classified employees and increasing costs under certificated.	Est. Cost: $295,290 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 2103-2908 Classified Salaries	Est. Cost: $282,232 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 2103-2908 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 contracted with a consultant to hold focus groups available to all employees where	Est. Cost: $1,002,029	Est. Cost: $1,006,982

information was gathered on employee satisfaction with their benefits. We also surveyed employees and analyzed benefit packages provided by other districts and charters. Research revealed that ECS was at risk of becoming a single insurance provider, because a majority of our employees were choosing Kaiser. In order to maintain diverse insurance offeringings in 2018-19 we incentivized employees to select HMO and PPO options. This resulted in an increase in costs. We also increased the employer contribution toward insurance costs for employees with dependents.

		Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 3100-3900 Employee Benefits	Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 3100-3900 Employee Benefits

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	Books, materials, and supplies were purchased to ensure smooth operations and effective implementation of educational program. Educational software such as Edgenuity was purchased to support individual learning plans for ELs and SWDs.	Est. Cost: $391,388 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 4100-4720 Books and Supplies	Est. Cost: $391,388 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 4100-4720 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.	In 2018-19 we renewed our charter petition. The LESD reviewed the petition draft and provided feedback. In a petition renewal year, district oversight increases. This was not included in our LCAP draft resulting in a variance of approximately $30,000. We also spent more than planned on recruiting, in part because we had two difficult -to-fill vacancies midyear	Est. Cost: $1,139,636 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 5200-5920	Est. Cost $1,219,960 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 5200-5920

		Services and Other Operating Expenses	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	ECHS sought DSA approvals for upper campus classrooms, which required facilities upgrades and ADA upgrades, including fire alarm installations, concrete re-paving, and upgrades to handrails and slopes of ramps, which were not originally accounted for in budget forecasts. Additionally, ECHS installed new networking equipment to increase speed and bandwidth of internet connection.	Est. Cost: $104,205 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 6100-6200	Est. Cost: $127,144 Funding Source(s): Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 6100-6200

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. **(Long Term Goal)**	ECHS had hazardous materials inspectors come to campus to inspect facilities and look for potential hazardous materials prior to moving forward on any facilities changes in the coming years. ECHS and LESD will move forward accordingly after the results of this inventory/audit come back.	Est. Cost: Duplicated Expenditure Funding Source(s): Base Acct. Code: See Action/Service 1A. and 1B.	Est. Cost: Duplicated Expenditure Funding Source(s): Base Acct. Code: 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	In 2018-2019, ECS discontinued the positions of Facilities & Sustainability Manager and HR Consultant. ECS replaced the position of Director of Finance & Operations with a Chief Operating	Est. Cost: $375,307 Funding Source(s):	Est. Cost: $268,978 Funding Source(s):

implementation and work to secure additional resources needed to implement educational program.	Officer and replaced the position of Talent Director with a Senior Manager of Recruitment & Talent. These changes resulted in lower administrative costs.	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 2311 Classified Salaries	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants Acct. Code: 2311 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	ECHS worked with LESD to plan short- and long-term facilities plans. LESD has recommended HVAC providers that have worked with the district in the past. ECHS will work with recommended providers and determine timeline for HVAC installation in coming years.	Est. Cost: Duplicated expenditure. Funding Source(s): Base. Acct. Code: See Action/Service 1A and 1B	Est. Cost: Duplicated expenditure. Funding Source(s): Base. Acct. Code: 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) Additionally, the following increases/improvements will be implemented: **Improvement:** Departments will focus on vertical alignment and collecting and using student data	All teachers conducted at least 2 gradebook analyses (1 per semester) in the 18-19 school year. In this process, teachers used Schoolzilla to identify grades distribution in each of their courses, and they also identified the performance of subgroups (SED, SWDs, EL, and Black/African American students) compared to the performance of their overall student populations. For subgroups that were out- or under- performing compared to the overall student group, teachers planned specific strategies to implement in order to address student needs. Gradebook analysis results have preliminarily been compared to final semester grades to evaluate impact that gradebook analysis had on student achievement in each department/grade level/course. All ECS teachers participated in TDS with the exception of ECHS instructional coaches, who received training and supports through Instructional Coaching Training, provided by the	Total Est. Cost: $123,745 1. $105,560 Administrators 2. $8,075 NWEA 3. $2,018 Teachboost 4. $8,092 Schoolzilla Funding Source(s): Supplemental, Concentration Acct. Codes: 1. 4320 2. 5878 3. 4320 4. 1300	Total Est. Cost: $130,100 1. $105,560 Administrators 2. $8,075 NWEA 3. $2,018 Teachboost 4. $8,092 Schoolzilla Funding Source(s): Supplemental, Concentration Acct. Codes: 1. 4320 2. 5878 3. 4320 4. 1300

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.	Director of Curriculum and Instruction on a semi-monthly basis. **Improvement**: departments focused on vertical alignment and collecting student data throughout 18-19. Departments were provided with a "toolbox" to guide meeting objectives and deliverables. The tool box included materials to guide student work analyses, benchmark protocols, etc.		

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 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 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.	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 our new mission, which was established during the summer of 2018. Because the new mission calls for re-imagining public education for low-income students of color, PD focused on equity, collecting and using data as a means for increasing achievement of subgroups, and the book Teaching For Black Lives. ECHS purchased educational software, provided teacher stipends to conduct research & provide professional development, create field trip opportunities for students, and cover substitutes for teachers who participated in the senior thesis project revamp and other professional development endeavors throughout the year. (Stat Priority 2) There was also an increase in costs for Reading Apprenticeship because as new teachers came on staff throughout the year, they received intensive training on reading apprenticeship, and these costs accounted for the approximate $6000 difference in budgeted vs. actual cost. Additionally, the following increases/improvements were implemented: **Improvement:** Summer professional development focused on ECHS Best Practice 2D: Collecting and Using Data. Considering Senior Thesis historical	Total Est. Cost: $13,155 1. $4200 Newsela 2. $3060 Turnitin 3. $895 Proquest, GALE 4. $2000 Civic Action Field Trips 5. $3000 Reading apprenticeship Funding Source(s) Supplemental/Concentration Acct. Codes: 1. 4320 2. 4320 3. 4320 4. 5000 5. 5863	Total Est. Cost: $19,155 1. $4200 Newsela 2. $3060 Turnitin 3. $0 Proquest, GALE 4. $2000 Civic Action Field Trips 5. $9000 Reading apprenticeship Funding Source(s) Supplemental/Concentration Acct. Codes: 1. 4320 2. 4320 3. 4320 4. 5000 5. 5863

	data, nationwide data, and college writing centers data, all departments aligned critical reading and argumentative writing to the thesis rubric. Departments generated topic lists from their courses and curriculum, and all teachers became mentors and graders, creating a more equitable and sustainable project. Furthermore, English department aligned writing rubrics to the CAASPP Argumentative writing rubric & the thesis rubric, and the History department began working to align to the civic action component. The senior presentation was shifted to ask students to reflect on their 4-year experience and how they are college and career ready. In presenting their paper, civic action, and additional artifacts teachers are able to hear from students how they are experiencing our program. PD was provided by administration, the English 12 teacher, Government teacher, and Senior Seminar teacher to support teachers in aligning their courses to the pinnacle assessment. This work helps 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.		

Analysis

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

ECHS successfully implemented the actions and services listed under goal 1. Because of shifts in our mission, organizational structure, facilities, and benefits analyses, actual expenditures exceeded forecasted amounts. Actions and services pertaining to HVAC and facilities are under way, and ECHS is collaborating closely with LESD to move forward on next steps and project implementation.

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. In the 18-19 school year, ECHS implemented specific application processes for all teacher leader roles, including instructional coaching, grade level team leaders, and department chairs. This is a way to ensure that the positions are offered in a fair, transparent way to all staff members. The department chair role is new to ECHS and will be implements in 19-20. The role was created in response to stakeholder feedback that accountability and leadership happened in inconsistent ways across departments.

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 staff as well as 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.

In 18-19 ECHS leadership emphasized the importance of distributing data leadership and ownership across the teaching staff rather than having data access and analysis live strictly in the Instructional Leadership Team meeting space with administrators and directors. All teachers were trained on accessing data using the Schoolzilla platform, and every teacher performed a minimum of 2 gradebook analyses during the year in order to disaggregate student achievement data by subgroups in their courses/sections.

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 in every classroom with a chromebook 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 2018 Parent, Student, and Staff Climate survey results support this (100% of staff feel ECZHS is a supportive, inviting place for students to learn, 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. According to 17-18 CHKS data, The majority of students feel the campus is safe according to the climate survey, while 97% of staff and 85% of parents feel it is safe for students. (18-19 data pending)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.2: Estimated Actual Expenditures for Action 1.2 was lower than planned because we budgeted money for our Home Office Director of Finance & Operations/COO as a classified position and the individual hired was certificated, moving that expenditure to the certificated salaries (1000).

Action 1.5: In 2018-19 we renewed our charter petition. In a petition renewal year, district oversight increases. This was not included in our LCAP draft resulting in a variance of approximately $30,000. We had higher expenditures for recruiting costs than planned

Action 1.6: ECHS sought DSA approvals for upper campus classrooms, which required facilities upgrades and ADA upgrades, including fire alarm installations, concrete re-paving, and upgrades to handrails and slopes of ramps, which were not originally accounted for in budget forecasts. This caused an approximate $20,000 increase in expenditures. . Additionally, ECHS installed new networking equipment to increase speed and bandwidth of internet connection, which also increased costs by approximately $4,000.

Action 1.7: In 2018-2019, ECS discontinued the positions of Facilities & Sustainability Manager and HR Consultant. ECS replaced the position of Talent Director with a Senior Manager of Recruitment & Talent. These changes resulted in lower administrative costs at the home office.

Action 1.11: Reading Apprenticeship professional development was $6,000 higher than planned

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 1.6: ECHS began the bid process during 17-18 for capital improvement projects on upper campus. Project progress and completion continued through 18-19. (Changes can be found in Action 1.6 of 19-20 LCAP)

Action 1.7: Approval of removing existing and installing new modular buildings pending DSA approval of existing portables project. DSA approval was received in November of 2018. (Changes can be found in Action 1.7 of 19-20 LCAP)

Action 9: ECHS met with LESD during 18-19 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 1.9 of 19-20 LCAP)

Action 11: ECHS decided to re-evaluate department vertical alignments in relation to senior thesis project during 18-19 school year. ECHS will also be embarking in an org-wide initiative to drive literacy across content areas. (Changes can be found in Action 1.11 of 19-20 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

Annual Measurable Outcomes

Expected	Actual
Pupil Achievement *as measured by applicable statewide assessments* *(State Priority 4A – required state metric)* ECHS will maintain "high status" or better according to the California Model Five-by-Five Placement Reports & Data in CAASPP English. In CAASPP Math: 37% of 11th grade students will meet or exceed the standard.	**Not Met:** ECHS did not maintain "High Status" or better for CAASPP English. According to the Fall 2018 Dashboard, ECHS scored Yellow status on English Language Arts. 61% of students tested in 17-18 met or exceeded the standard. (18-19 data pending- ready July 2019) **Not Met:** Of ECHS students tested in 17-18, 31% met or exceeded the standard. (18-19 data pending- ready July 2019)
98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements	(18-19 data pending; ready August 2019)
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.	The Fall 2018 CA School Dashboard does not provide an ELPI status because 2018 is the first year for which ELPAC results are available. However, the dashboard does state that 55.2% of ELs at ECHS achieved the level 4 proficiency level (Well Developed), and a further 31% achieved the level 3 proficiency level (Moderately Developed). As of this writing, our reclassification rates are as follows: (see table below)

	18-19	Cohort
Class of 2019	25% (1/4)	75% (9/12)
Class of 2020	26% (2/7)	69% (11/16)
Class of 2021	0% (0/10)	52% (11/21)
Class of 2022	0% (0/22)	0% (0/22)

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.	Percentage of students in each grade level who scored a 3 or higher on AP exams:

	9th	10th	11th	12th
16-17	0%	14%	60%	32%
17-18	100%	22%	71%	22%
18-19				

(18-19 data pending- available July 2019)

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.

(State Priority 4G – required state metric)

ECHS will maintain "high status" or better according to the California Model Five-by-Five Placement Reports & Data in CAASPP English.

In CAASPP Math: 37% of 11th grade students will meet or exceed the standard.

Pupils who participated in, and demonstrated college preparedness pursuant to, the Early Assessment Program:

	2018		2019	
	Conditional	Exempt	Conditional	Exempt
ELA	46%	15%		
Math	24%	7%		

(18-19 data pending- available July 2019)

ECHS will maintain a high percentage (95% or more) of pupils that are accepted into in a 4-year university	(18-19 data pending 1 students' status- available June 15, 2019- please ask Lucy for this number)
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.	(18-19 data pending- available July 2019)
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	**Not Met** - 89% of students from Class of 2016 enrolled in college the first year after high school and returned for a second year

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Proficiency of Schoolwide Learner Outcomes will improve by 2% each year.

Schoolwide Learner Outcome	17-18	18-19
SLO - College Readiness	77%	
SLO - Sense of Purpose	62%	
SLO - Environmental Steward	59%	
SLO - Community Steward	55%	

	(18-19 data pending- available June 2019)		

Actions / Services

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 certificated personnel provided support with charter renewal, including data visualization and analysis. ECS certificated personnel provided professional development to site administrators through weekly cabinet meetings. These meetings primarily focused on implementation of Student Centered Coaching. The Director of Curriculum & Instruction provided resources to Instructional Leadership Teams and coordinated partnership between school site and Antioch, our induction vendor. ECS certificated provided support with data gathering tools such as PowerSchool, TeachBoost, NWEA MAP, & Schoolzilla. The increase in actual expenditures for Home Office certificated staff was the result of personnel change. The position of Director of Finance & Operations/COO (previously a classified employee) was filled with a certificated employee.	Est. Cost: $145,203 Funding Source(s): Base Acct. Code: 1311	Est. Cost: $200,932 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, ELD standards implementation. ELD coordinatorprovided professional development and provided instructional coaching and support. ELD coordinator and paraeducator conducted observations of all EL and RFEP students in the general education setting, sharing trends with grade level teams and offering supports for teachers. Paraeducators were trained to support	Total Est. Cost: $121,229 1. $116,823 2. $4,406 Funding Source(s): Supplemental/Concentration	Total Est. Cost: $147,481 1. $143,031 2. $4,450 Funding Source(s): Supplemental/Concentration

Additionally, the following increases/improvements will be implemented: **Increase:** ECHS will hire a Full-Time paraeducator to support EL students **Improvement:** All English Learners will be enrolled in a Senior Thesis writing support class	ELD students and provide extra support for English Learners in their content courses by attending CABE and additional trainings. (State Priority 7) Additionally, the following increases/improvements will be implemented: **Increase:** Because ECHS hired a Full-Time paraeducator to support EL students, there was an increase of approximately $26,000 ECHS also started utilizing Edgenuity, an online platform, for students who are classified as both EL and SWDs to receive Individual Learning Plans in order to increase their skills and performance in math and English. This accounted for an increase of approximately $7000. **Improvement:** All English Learners were enrolled in a Senior Thesis writing support class. The ELD coordinator taught a year long senior support class, focusing on writing their senior thesis in semester 1 and completing their civic action and presentation in semester 2. Additionally, the ELD coordinator and paraeducator utilized the Edgenuity platform to provided targeted math instruction based on NWEA scores to EL students.	Acct. Code: 1. 2103 2. 3100-3900	Acct. Code: 1. 2103 2. 3100-3900

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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) Additionally, The following increases/improvements will be implemented: **Increase:** hire a Full-Time counselor	ECHS 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 Fairs, 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:	Total Est. Cost: $512,805 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 Funding Source(s) Supplemental/Concentration	Total Est. Cost: $512,805 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 Funding Source(s) Supplemental/Concentration Acct. Code:

Increase: implement Noblehour, an online platform, in order to provide students with community service opportunities through local organizations and partners **Improvement:** work with Woodcraft Rangers to hire a Part-Time internship coordinator for students to access job shadows, mentorships, and community service opportunities	**Increase:** hire a Full-Time counselor took on the 9th/10th grade, Senior Seminar, Dean of Students	Acct. Code: 1. 2103 2. 1930 3. 5915 4. 5915 5. 5915 6. 5915 7. 5915 8. 4320 9. 4320 10 . 3100-3900	1. 2103 2. 1930 3. 5915 4. 5915 5. 5915 6. 5915 7. 5915 8. 4320 9. 4320 10 . 3100-3900

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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) 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:	ECHS participated in an ECS-wide math initiative, which coordinated math expertise and resources across the organization and identified, implemented and evaluated strategies to improve math achievement for unduplicated pupils (State Priority 4A. – local metric) The following increases/improvements were implemented: **Increase**: Release time was provided over summer and during the school year for scope and sequencing, vertical alignment, course evaluation, textbook selection, integration of SBAC questions into curriculum and assessment, etc. **Improvement**: Data was shared with stakeholders in the following ways: ● Parent Conferences (data share out- PSAT, SAT, NWEA, etc.) ● Families of ECHS ● Data share out at SSC/ ELAC **Improvement:** ECHS implemented NWEA self-reflections to help students understand their progress and levels of achievement **Improvement**: ECHS purchased software and curriculum that helps students connect content to the real world (Mathalicious, Geogebra, Newsela	Est. Cost: $9,083 Funding Source(s): Supp/Conc Acct. Code: 5863	Est. Cost: $29,215 Funding Source(s): Supp/Conc Acct. Code: 5863

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.

etc.). Educational software such as Edgenuity also provided Individualized math and English Learning Plans for target students, including ELs + SWDs

Improvement: ECHS continued its partnership with UCLA Math Project to ensure that math teachers received quality professional development in order to improve instruction of mathematics and increase students achievement

Improvement: Math teachers engaged in lesson studies, benchmark protocols, and student work analyses at least once pers semester to monitor student performance in math throughout vertical alignment

Improvement: Math department and administration evaluated 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 informed master schedule planning. 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 continues to develop a comprehensive long-term plan for the math program, including vertical alignment and assessment.

Improvement: IABs were implemented in some math classrooms and support was provided by Assistant Principal and Data Coach in order to monitor progress of students over time in order to better prepare students for college readiness in math

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			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	In order to prepare students for college and career, additional services were provided in order to level the playing field and enhance achievement and graduation/college success. Each year students 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 were implemented: Increase: College Readiness teachers attended SAT and ACT workshops/conferences and received PD on SAT/ACT prep. Increase: ECHS did contract Kagan Strategies to provide PD for teachers; this will be included in the 19-20 LCAP Increase: ECHS conduct a SPED Audit in order to maximize resources within the SWD department and streamline supports for SWDs + ELs Improvement: Diagnostic exams and summer homework were assigned for all AP courses the summer prior to taking the course. Student achievement data on these assignments were used to inform instruction, planning, and differentiation during the school year Improvement: SPED Coordinator, 504 Coordinator, and ELD Coordinator conducted observations of target students to provide additional support and feedback to teachers and ensured that all necessary accommodations and modifications were being implemented in the GenEd setting Improvement: ECHS is still in the process of developing 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	Total Est. Cost: $299,280 1. $182,805 2. $24,000 3. $35, 914 4. $36,561 5. $5,000 Kagan Strategies PD 6. $15,000 SWD Audit Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 5915 3. 1150 4. 3100-3900 5. 5863 6. 5815	Total Est. Cost: $276,343 1. $182,805 2. $24,000 3. $35, 914 4. $36,561 5. $5,000 Kagan Strategies PD 6. $15,000 SWD Audit Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 5915 3. 1150 4. 3100-3900 5. 5863 6. 5815

program evaluation based on AP teacher feedback, student performance data, and other stakeholder feedback	teachers, annual program evaluation based on AP teacher feedback, student performance data, and other stakeholder feedback. In 18-19 The AP US History teacher received coaching through College Board's AP Mentoring program.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	ECHS developed systems of support beginning in the 9th grade school year to increase overall passage rates on the culminating writing assessment, the Senior Thesis Project. All departments reviewed and gave feedback into the senior thesis argumentative research paper rubric. English Department aligned their work around informational text and argumentative research to this rubric. History Department aligned their work around civic action to this project as well. All ELA and History teachers attended monthly Reading Apprenticeship cohort meetings, learning strategies and sharing a common language around this work. Student work analysis in these sessions also assisted in teachers supporting students in building towards this project. An RA coach facilitated a 2 day workshop mid-year, focusing on lesson study and peer observation. All English teachers had a writing intern for semester 1; these interns supported students by providing feedback and conferencing with students during the writing process.	Total Est. Cost: $9,400 1. $3,000 Reading apprenticeship 2. $6,400 Part-time writing aides Funding Source(s): Supp/Conc Acct. Code: 1. 5861 2. 5815	Total Est. Cost: 6,400 1. Reading apprenticeship (monies allocated in Goal 1 Action 11 - Summer PD_ 2. $6,400 Part-time writing aides Funding Source(s): Supp/Conc Acct. Code: 1. 5861 2. 5815

Analysis

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 (18-19 data pending), and, 96% of graduates were accepted to a four-year college/university in 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.1 The increase in actual expenditures for Home Office certificated staff was the result of personnel change. The position of Director of Finance & Operations/COO (previously a classified employee) was filled with a certificated employee.

Action 2.2 ECHS hired a Full-Time paraeducator to support EL students, which accounted for an increase in actual expenditures for this action

Action 2.4 Budgeted expenditures did not include the cost for MQI; however, costs for the UCLAMP partnership increased because we increased the number of lab days that UCLAMP facilitated for the math department throughout the year. Additionally, UCLAMP provided professional development to math teacher prior to each lesson study lab day.

Action 2.6 Expense for Reading Apprenticeship was duplicated here; it also appears in Goal 1 Action 11 - Summer PD

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.

We will also be adding a Special Education related action (Action 2.8) to help our stakeholders understand the resources allocated to that program. Analysis of our student outcome data and feedback from stakeholders has led our organization to create a Literacy Initiative (Action 2.7) for next year. This new action will be in our Goals, Actions & Services section under Goal 2.

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

Annual Measurable Outcomes

Expected	Actual
ECHS will maintain high levels (85% or more) of parent engagement in making decisions for the school site.	**Met.** 98.7% of parents have attended a parent conference or schoolwide event.
81% of parents participated in programs for unduplicated pupils and individuals with exceptional needs.	**Met.** 98.6% of parents participated in programs for unduplicated pupils and 100% of parents participated in programs for individuals with exceptional needs.
ECHS will maintain a high (97% or more) Average Daily Attendance rate	**Met** As of mid-year 2018-19, ECHS has an ADA of 97.6%.

ECHS will maintain high (90% or more) student attendance for grade-level outdoor education trips.	(18-19 Data Pending)
ECHS will maintain low levels (2% or lower) of students who are considered chronically absent.	**Not Met** As of mid-year 2018-19, 4.97% of ECHS students are chronically absent. This is up from 1.9% in 2017-18
ECHS will maintain a dropout rate that it lower than comparison school designated in charter.	**Met:** 2017-18 2.54% (Leuzinger: 4.4%, Hawthorne: 6.7%, Lawndale: 4.9%) *Source: Dataquest 2017-18 Four-Year Adjusted Cohort Outcome report*
ECHS will maintain "high status" or better according to the California Model Five-by-Five Placement Reports.	**Met:** Graduation rate for all students and all significant subgroups was "high" according to the 2018 CA 5X5 Graduation Rate Placement Report
ECHS will maintain a "Low" or "Very Low" suspension rate according to the California Model Five-by-Five Placement Reports & Data in High School Graduation.	**Not Met.** As of May 23, 2019, 14 students (2.6%) have been suspended.
ECHS will maintain a low (less than 1%) expulsion rate.	**Met** As of May of 2018-19, no students have been expelled.

ECHS will maintain high levels of safety and school connectedness among parents and families.

ECHS will improve level of safety and school connectedness among students by 2% each year.

(18-19 Data Pending)
Parents/Guardians

	2017	2018	2019
agreed or strongly agreed that ECHS is a safe place for their student	99%	85%	
100% of parents/guardians are provided weekly progress reports for their students	100%	100%	
95% of parents/guardians reported that ECHS has adults who really care about their students	97%	94%	

(18-19 Data Pending)
Students

	2017	2018	2019
% students who agree the school is safe	71%	63%	
% students who agree they feel connected to ECHS	46%	54%	

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

ECHS will promote parental participation in programs for unduplicated pupils and provide parents and families with quality written and in-person translations
 	
(State Priority 3B – required state metric
 	
The following increases/improvements will be implemented:
 	
Improvement: 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:
 	
Course placement policy communication
 	
Parent Conferences (data share out- PSAT, SAT, NWEA, etc.)
 	
Families of ECHS
 	
Data share out at SSC/ ELAC
 	
Improvement: ECHS will implement student course evaluations to gather baseline data on courses, classroom environment, and student-teacher relationships
 	
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
	ECHS promoted parental participation in programs for unduplicated pupils and provided parents and families with quality written and in-person translations
	
	(State Priority 3B – required state metric
	
	The following increases/improvements were implemented:
	
	Improvement: ECHS provided 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:
	
	● Course placement policy communication
	● Parent Conferences (data share out- PSAT, SAT, NWEA, etc.)
	● Families of ECHS
	● Data share out at SSC/ ELAC
	
	Improvement: ECHS implemented student course evaluations to gather baseline data on courses, classroom environment, and student-teacher relationships
		Total Est. Cost: $10,000
		Document and In-Person translation
		
		Funding Source(s): Supp/Conc
		
		Acct. Code:
		  1. 5854
			Total Est. Cost: $10,000
			Document and In-Person translation
			
			Funding Source(s): Supp/Conc
			
			Acct. Code:
			  2. 5854

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, experience, and expertise related to their educational/career plans. (State Priority 5A – local metric)	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) The following increases/improvements were implemented:	Total Est. Cost: $231,462 1. $140,338 2. $26,523 3. $64,601 PT Teacher/Coach Funding Source(s): Supp/Conc	Total Est. Cost: $242,638 1. $140,338 Outdoor Ed Trips 2. $70,000 Transportation 3. $32,300 PT Teacher/Coach Funding Source(s): Supp/Conc

| The following increases/improvements will be implemented:
Increase: ECHS will hire a part-time teacher to coach and provide professional development on Best Practice 4: Environmental and Experiential Learning.
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. | **Increase:** ECHS hired two part-time employees to collaborate with teachers on Best Practice 4: Environmental and Experiential Learning.
Improvement: ECHS moved its afterschool program in house to better support students in the afterschool programs, and access community resources and partnerships for job shadowing and internship opportunities. | Acct. Code:
1. 5830
2. 5893
3. 1100 | Acct. Code:
4. 5830
5. 5893
6. 1100 |

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 (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. (State Priority 6C – required local metric) The following increases/improvements will be implemented: **Increase:** ECHS will hire a part-time Equity Coach 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 **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	The ECHS Equity and Diversity Task Force worked 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. (State Priority 6C – required local metric) The following increases/improvements were implemented: **Increase:** ECHS hired a part-time Equity Coach **Improvement**: Equity and Diversity Task Force created an initiative around gradebook analyses that all teachers completed twice throughout the year. This was an opportunity for teachers to identify and address inequities in subgroup performance in each of their course sections. **Improvement:** Equity and Diversity Task Force members worked with a team of students in SET (Student Equity Team) to better understand how to support its mission of improving recruitment, retention, and achievement of African American students	Est. Cost: $31,592 Funding Source(s): Supp/Conc Acct. Code: 1100	Est. Cost: $31,745 Funding Source(s): Supp/Conc Acct. Code: 1100

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	ECHS worked 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. ▢ECHS provided a robust afterschool program to	Total Est. Cost: $204,275 1. $180,000 2. $24,275	Total Est. Cost: $204,275 1. $180,000 2. $24,275

the educational program and increase student engagement and sense of connectedness. (State Priority 6C – local metric) The following increases/improvements will be implemented: **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 **Improvement:** ECHS will provide teachers with advisory support throughout year	supplement the educational program and increase student engagement and sense of connectedness. (State Priority 6C – local metric) The following increases/improvements were implemented: **Improvement:** After school surveys were distributed to identify areas of growth and understand student demand for specific clubs and programs	Funding Source(s): Supp/Conc Acct. Code: 1. 5815 2. 5874	Funding Source(s): Supp/Conc Acct. Code: 1. 5815 2. 5874

Analysis

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

Generally, 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.

As we transitioned some roles and responsibilities in our counseling program, systems that have historically kept ECHS' chronic absenteeism rates low were not implemented as fully as in previous years.

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. ECHS will continue to analyze student achievement and discipline data to address outcomes in climate metrics. Preliminary analyses have shown the ECHS ILT that there is a need to strengthen Tier I supports schoolwide and develop a more thorough, shared RTI model.

Though actions were generally effective in achieving our climate goal, we did not achieve our outcome of low rates of suspension. Analysis of the data shows that a preponderance of incidents that resulted in suspension occurred in or near the bathrooms. This year we are implementing a "swipe" system for our restrooms, which will help us more effectively hold students accountable for behavior in the restrooms that might lead to disciplinary action.

Parent/Guardian Participation

During 18-19 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, ECHS continued 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 continued to invest resources during the 18-19 school year to improve the quality of translated documents and meetings; ECHS also purchased translation equipment with 50 receivers, so parents/guardians had 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 18-19 ECHS was able to provide a trip for every grade level, including a 4-day excursion to Yosemite as a culminating trip for seniors two weeks before graduation. Additionally, ECHS ended its partnership with Woodcraft Rangers in order to provide students with a robust afterschool program that better aligns ECHS curriculum with after school offerings and provides the flexibility and transportation for ECHS sports programs.

Equity

ECHS' Equity and Diversity Task Force (EDTF) identified a long-term initiative during the 17-18 school year, and during 18-19 focused on the recruitment, retention, and achievement of African American students through the following initiatives/strategies: strategic teacher recruitment at local universities with equity-focused teacher preparation programs, implementation of gradebook analyses to identify discrepancies in student outcomes amongst student subgroups, and collaboration with Black and African American students and alumni to identify strengths and areas of improvement to inform decision around professional development, school climate/culture initiatives, and instruction and practices that best serve current and future Black and African American students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.2: Because ECHS moved its after school program in-house, transportation costs increased significantly in order to provide transportation to CIF teams for practices and games. Additionally, costs for part-time teacher/coach deceased because ECHS hired two part-time classified employees, not a certificated employee.

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 3.3: During 18-19, EDTF continued to measure 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 3.3 of 19-20 LCAP)

Stakeholder Engagement

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 2018-19 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 2018-June 2019), 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, civic action, & ☐presentations)
- School climate data using the California School Climate, Health, and Learning Survey (Cal-SCHLS/CHKS)
- 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. Translation for parents' first languages was utilized throughout the process to encourage increased participation from parents of English learner students. During 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.

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: 1/31/19
● School Site Council Meetings: 2/19, 3/19, 4/19, 5/19
● Families of ECHS: Monthly, as determined by Family and Community Liaison and parents/guardians
● Instructional Coaching Discussions: Three times monthly: one site meeting and two Instructional Coaching Training (ICT) meetings
● Classified Staff Meetings: Monthly
● School Site Council and English Learner Advisory Committee (including review of LCAP plans): 2/19, 3/19, 4/19, 5/19
● Draft LCAP Board Approved 6/3/19 (additional revisions approved 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: Twice Monthly
● Black Student Union: every Tuesday at lunch
● YQUE: every Tuesday and Thursday at lunch
● Org-wide Equity and Diversity Task Force Meetings: Monthly
● Climate Surveys: Spring 2019

- 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. Specifically, ECHS piloted student course surveys in 18-19 in an effort to address students' responses to CHKS survey, which indicated that students' sense of connectedness at ECHS was low. These surveys were used to tailor instruction and inform strategies that teachers could use in order to increase students' engagement and a sense of connectedness in their individual classes.

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. In 18-19 ECHS re-designed the senior thesis presentation, so rather than reiterating information from students' papers, students highlighted their unique experiences at ECHS, demonstrated how they have embodied the SLOs, and shared whether they felt college and career ready and why/to what extent.

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 in the 17-18 year, and based on data and stakeholder feedback, ECHS focused on best practice 2D: Collecting and Using Data in 18-19. Additionally, in 18-19 ECS piloted Student-Centered Coaching (Sweeney) to shift observations and the instructional coaching cycle from teacher-based feedback to student-based feedback. ECHS will plan on the full implementation of SCC in 19-20.

EQUITY

ECHS staff encourages students to build and create spaces on campus for their voices to be heard. Students participating in YQUE 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. 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 in 17-18. 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 was used to inform PD for the 18-19 school year, which focused on the text *Teaching for Black Lives.* From this PD initiative, ECHS ILT also created differentiated PD spaces for the last three months of school in order to address the varied needs of teachers with regards to research and investigation of identities, pedagogy, and practice. Work from these differentiated spaces will also inform PD and curricular decisions starting in the 19-20 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 parents and families to communicate their concerns around student safety, academic performance, and additional questions with the principal and assistant principals 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 in 18-19).

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 3 LCAP on 6/3/2019.

Goals, Actions, & Services

Strategic Planning Details and Accountability

(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 standards-aligned instructional materials as measured by CDE School Accountability Report Card (SARC) (State Priority 1B. – local metrics)	100% of pupils have sufficient access to standards-aligned instructional materials	100% of pupils have sufficient access to standards-aligned instructional materials	100% of pupils have sufficient access to standards-aligned instructional materials	100% of pupils have sufficient access to 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 of study as described in the ECHS charter petition. (State Priority 7A.- state metric- not required for charters)	100% of ECHS students were enrolled in a broad course of study	100% of ECHS students will be enrolled in a broad course of study	100% of ECHS students will be enrolled in a broad course of study	100% of ECHS students will be enrolled in a broad 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

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)

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,039,141	$1,974,544	$2,040,988
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base
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: **Location(s):**

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

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	$362,065
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Other Revenue

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$858,609	$1,002,029	$1,108,894

Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base
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):

Students to be Served	Location(s)
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	Modified

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	School will purchase books, materials and supplies to ensure smooth operations and effective	School will purchase books, materials and supplies to ensure smooth operations and effective

| | | implementation of educational program. |
| implementation of educational program. | implementation of educational program. | implementation of educational program. Students will be provided with free and reduced lunch. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$306,464	$391,388	$327,172
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base
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

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	$1,081,141
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base
Budget Reference	5200-5920	5200-5920	5200-5920

Action   1F

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):

Students to be Served	Location(s)
All	All Schools

OR

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	$25,000
Source	Base Federal Revenue	Base Federal Revenue	Base

	Other State Revues Local Revenues Fundraising and Grants	Other State Revues Local Revenues Fundraising and Grants	
Budget Reference	6100-6200	6100-6200	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)

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

Students to be Served	Location(s)
All	All Schools

<div align="center">OR</div>

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
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	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)**

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	Duplicated Expenditure
Source	Base	Base	Base
Budget Reference	See Action/Service 1A. and 1B.	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

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 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.	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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$294,127	$375,307	$266,247
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Other Revenue
Budget Reference	2311	2311	2311

Action 1I

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):

Students to be Served	Location(s)
All	All Schools

OR

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated Expenditure	Duplicated Expenditure	Duplicated Expenditure
Source	Base	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):

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
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	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)	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) Additionally, the following increases/improvements will be implemented: **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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $102,485 Administrators 2. $8,012 NWEA 3. $2,098 Teachboost	1. $105,560 Administrators 2. $8,075 NWEA 3. $2,018 Teachboost	1. $189,715 Administrators 2. $6,561 NWEA 3. $4,409 Teachboost

	4. $6,259 Schoolzilla	4. $8,092 Schoolzilla	4. $1,468 Schoolzilla 5. $8,400 BTSA
Source	Supplemental, Concentration	Supplemental, Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration 3. Supplemental/Concentration 4. Supplemental/Concentration 5. Title II
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 5. 5863

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):

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)

Students to be Served	Scope of Services	Location(s)
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	Modified

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 data,and college writing centers data, all departments will align critical reading and argumentative writing to the thesis rubric. Furthermore,	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 is determined through data analysis in concert with stakeholders. We anticipate an organizational focus on Reading Apprenticeship in the 19-20 school year, so ECHS teachers can all use a shared approach to literacy across the curriculum. 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 other professional development endeavors throughout the year. (State Priority 2) Additionally, the following increases/improvements will be implemented: **Improvement**:Organization focus on Reading Apprenticeship for 19-20 school year. This focus also includes the implementation of Student-Centered Coaching.

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.	

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. $4,200 Newsela 2. $3,060 Turnitin Proquest, GALE Teacher Stipends for research and PD Civic Action field trips
Source	Supplemental/Concentration	Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
Budget Reference	1. 4320 2. 4320 3. 4320 4. 1100 5. 5863 6. 1103 7. 5863	1. 4320 2. 4320 3. 4320 4. 5000 5. 5863	1. 4320 2. 4320

Action 1L

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):

Students to be Served	Location(s)
All	All Schools

OR

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		ECHS will replace aging classroom furniture

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			1. $118,750 2. $131,250
Source			1. Other Revenue 2. Reserves

Budget Reference			1. 4410 2. 4410

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

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.

Rationale: Proficiency on CAASPP English decline from 17-18 to 18-19. Proficiency on math has remained around 30% for the past several years.

Expected Annual Measurable Outcomes

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

	CAASPP Math: 31% of 11th grade students met or exceeded the standard.	In CAASPP Math: 35% of 11th grade students will meet or exceed the standard.	In CAASPP Math: 37% of 11th grade students will meet or exceed the standard.	In CAASPP Math: 39% of 11th grade students will meet or exceed the standard.
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) | 16-17 data:
98% of graduating seniors successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements | 98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements | 98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements | 98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements |
| 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) | 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 | 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. | 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. | 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. |
| The percentage of pupils who have passed an advanced placement | 16-17 data:
Percentage of students in each grade level who took | Percentage of students in each grade level who took the exam and who scored a 3 or higher on AP exams | Percentage of students in each grade level who took the exam and who scored a 3 or higher on AP exams | Percentage of students in each grade level who took the exam and who scored a 3 or higher on AP exams |

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

	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

Action **2A**

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

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

OR

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)		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$158,413	$145,203	$186,051
Source	Base	Base	Other Rev
Budget Reference	1311	1311	1311

Action **2B**

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,	Limited to Unduplicated Student Group(s)	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	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 provide extra support for English Learners in their content courses. (State Priority 7)	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 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)

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

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. $86,363 Literacy Coordinator 2. $48,130 Paraeducators 3. $14,768 Benefits
Source	Supplemental/Concentration	Supplemental/Concentration	1. Title I 2. Supplemental/Concentration 3. Supplemental/Concentration
Budget Reference	1. 2103 2. 3100-3900	1. 2103 2. 3100-3900	1. 1100 2. 2103 3. 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):

OR

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	Modified

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: ● 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:	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) **Increase:** Purchase license for Naviance

	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	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $66,764 Counselor 2. $218,993 Counselors 3. $13,000 Richstone 4. $0 Didi Hirsch 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	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	1. $73,306 MFT Counselor 2. $156,402 Counselors 3. $84,568 Counselors 4. $10,123 Benefits 5. $4,338 Benefits 6. $7,231 Richstone 7. $0 Didi Hirsch 8. $12,000 Peer Health Exchange 9. $12,000 Naviance 10. $5,000 Skillify 11. $1,041 NobleHour 12. $3,500 APEX 13. $45,942 Benefits
Source	Supplemental/Concentration	Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration 3. Title I 4. Title I

			5. Base 6. Base 7. Supplemental/Concentration 8. Supplemental/Concentration 9. Supplemental/Concentration 10. Supplemental/Concentration 11. Supplemental/Concentration 12. Supplemental/Concentration 13. Supplemental/Concentration
Budget Reference	1. 2103 2. 1930 3. 5915 4. 5915 5. 5915 6. 5915 7. 5915 8. 4320 9. 4320 10 . 3100-3900	1. 2103 2. 1930 3. 5915 4. 5915 5. 5915 6. 5915 7. 5915 8. 4320 9. 4320 10 . 3100-3900	1. 2103 2. 1930 3. 1930 4. 3100-3900 5. 3100-3900 6. 5915 7. 5915 8. 5915 9. 5915 10. 5915 11. 4320 12. 4320 13. 3000

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	Modified

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, implement and evaluate strategies to improve math achievement for unduplicated pupils (State Priority 4A. – local metric)	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) 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	ECHS will identify, implement and evaluate strategies to improve math achievement for unduplicated pupils (State Priority 4A. – local metric) The following increases/improvements will be implemented: **Increase:** In 2019-20 the math initiative will continue under the leadership of a new shared ECS Math Specialist. They will coordinate efforts across ECS to improve math programming and create a vertical alignment across grades in math. **Increase:** ECHS will hire an additional FTE math teacher to release a FTE high school math coach **Increase:** ECHS will implement new math curriculum in order to support a streamlined vertical alignment. New

	at Harvard to improve coaching and instruction at ECHS	textbooks will also align with common core math standards
	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	$48,650
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5863	5863	5863

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	Modified

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	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**: 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
	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	

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. $255,039 College Prep Teachers 2. $24,000 Clear Choice SAT and ACT Test Prep 3. $36,991 Summer School and Summer Bridge Programming 4. $43,612 Benefits 5. $2,000 SAT/ACT Prep PD 6. $5,000 Kagan Strategies PD
Source	Supplemental/Concentration	Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration 3. Supplemental/Concentration 4. Supplemental/Concentration 5. Supplemental/Concentration 6. 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. 3000 5. 5863 6. 5863

Action   2F

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	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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.	The school site will participate in an ECS-wide literacy initiative which will implement a common approach to literacy instruction across content areas. We will integrate Reading Apprenticeship into our professional development, including three full differentiated Reading Apprenticeship workshop days in Summer 2019.

A 2015-16 ECS pilot of Reading Apprenticeship demonstrated the approach's impact on ECS unduplicated pupils-- the CAASPP ELA proficiency rate in RA classrooms had increased by an average of 20%, which was significantly higher than the average increase in ELA CAASPP proficiency rates in non-RA classrooms (3.4%) across ECS in the same year.

Key strategies for the literacy initiative include continuously measuring the impact on low income and English learner outcomes, |

		communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1. $3,000 Reading apprenticeship 2. $6,400 Part-time writing aides	1. $14,329 Reading Apprenticeship 2. $22,412 Reading Apprenticeship 3. $6,400 Part-time Writing Aides 4. $7,500 Writing PD
Source	Supplemental/Concentration	Supplemental/Concentration	1. Title II 2. Supplemental/Concentration 3. Supplemental/Concentration 4. Supplemental/Concentration
Budget Reference		1. 5861 2. 5815	1. 5863 2. 5863 3. 5815 4. 5863

Action   2G

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):

Students with Disabilities	All Schools

OR

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)

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Special Education staff will provide instructional support to students with disabilities and work with teachers, students and families to ensure students with disabilities have appropriate accommodations and appropriate placements. Furthermore, for school year 2019-20, ECHS will complete transition to the El Dorado Charter SELPA (Special Education Local Plan Area), which will provide ECHS a higher level of support and increased revenue streams for special education. **Increase:** ECHS will hire an additional FTE Specialized Academic Instruction teacher. This will allow SAI teachers to better balance caseloads, collaborate more with gened teachers, and better focus grade-level content support within SAI classroom space.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			1. $32,414 Psychologist 2. $212,502 Teachers 3. $41,881 benefits 4. $27,577 Para-Educators 5. $52,902 Para-Educators 6. $26064 Outside providers
Source			1. SpEd 2. SpEd 3. SpEd 4. SpEd 5. Other Rev 6. SpEd
Budget Reference			1. 1311 2. 1100 3. 3000 4. 2103 5. 2103 6. 5815

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

Unchanged

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. Parental involvement; 5. Pupil engagement; 6. School climate

Identified Need:

To achieve student learning outcomes, students, families and staff need a supportive and positive school culture.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents providing input in making decisions for the school site, based on results of annual climate survey (State Priority 3A – required local metric)	83% of parents reported that the school actively seeks the input of parents before making important decisions	ECHS will maintain high levels (85% or more) of parent engagement in making decisions for the school site.	ECHS will maintain high levels (85% or more) of parent engagement in making decisions for the school site.	ECHS will maintain high levels (85% or more) of parent engagement in making decisions for the school site.
Parental participation in programs for unduplicated pupils and individuals with exceptional needs. (State Priority 3B and 3C – required local metric)	77% of parents participated in programs for unduplicated pupils and individuals with exceptional needs.	79% of parents participated in programs for unduplicated pupils and individuals with exceptional needs.	81% of parents participated in programs for unduplicated pupils and individuals with exceptional needs.	83% of parents participated in programs for unduplicated pupils and individuals with exceptional needs.
School attendance rates (State Priority 5A – required state metric)	98% Average Daily Attendance Rate	ECHS will maintain a high (97% or more) Average Daily Attendance rate	ECHS will maintain a high (97% or more) Average Daily Attendance rate	ECHS will maintain a high (97% or more) Average Daily Attendance rate
Student attendance on overnight outdoor education trips	93% of students attended their grade-level outdoor education trip to the following places:	ECHS will maintain high (90% or more) student attendance for grade-level outdoor education trips.	ECHS will maintain high (90% or more) student attendance for grade-level outdoor education trips.	ECHS will maintain high (90% or more) student attendance for grade-level outdoor education trips.

(State Priority 5A – local metric)	9th: Catalina 10th: Joshua Tree 11th: Santa Barbara Coast 12th: Yosemite			
Chronic absenteeism rates (State Priority 5B – required state metric)	2% of students are considered chronically absent.	ECHS will maintain low levels (2% or lower) of students who are considered chronically absent.	ECHS will maintain low levels (2% or lower) of students who are considered chronically absent.	ECHS will maintain low levels (2% or lower) of students who are considered chronically absent.
High school dropout rates (State Priority 5D – required state metric)	Placeholder: 15-16 Data: 3.4% Dropout rate 16-17 EOY data pending	ECHS will maintain a dropout rate that it lower than comparison school designated in charter.	ECHS will maintain a dropout rate that it lower than comparison school designated in charter.	ECHS will maintain a dropout rate that it lower than comparison school designated in charter.
High school graduation rates (State Priority 5E – required state metric)	98.2% Graduation Rate	ECHS will maintain "high status" or better according to the California Model Five-by-Five Placement Reports.	ECHS will maintain "high status" or better according to the California Model Five-by-Five Placement Reports.	ECHS will maintain "high status" or better according to the California Model Five-by-Five Placement Reports.
Pupil suspension rates (State Priority 6A – required state metric)	2% Suspension Rate in 2016-2017	ECHS will maintain a "Low" or "Very Low" suspension rate according to the California Model Five-by-Five Placement Reports & Data in High School Graduation.	ECHS will maintain a "Low" or "Very Low" suspension rate according to the California Model Five-by-Five Placement Reports & Data in High School Graduation.	ECHS will maintain a "Low" or "Very Low" suspension rate according to the California Model Five-by-Five Placement Reports & Data in High School Graduation.
Pupil expulsion rates (State Priority 6B – required state metric)	No Students were expelled in the 16-17 school year.	ECHS will maintain a low (less than 1%) expulsion rate.	ECHS will maintain a low (less than 1%) expulsion rate.	ECHS will maintain a low (less than 1%) expulsion rate.
School Climate as measured by other local measures, including	See Appendix 6C Parents/Families:	ECHS will maintain high levels of safety and school	ECHS will maintain high levels of safety and school	ECHS will maintain high levels of safety and school

surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (State Priority 6C – required local metric)	**Safety**: 96% of parents/guardians agreed or strongly agreed that ECHS is a safe place **Connectedness**: 100% of parents/guardians are provided progress reports for their students every other week, and information is also available on the PowerSchool website 95% of parents/guardians reported that ECHS has adults who really care about their students Students: **Safety**: 71% of students reported feeling safe or very safe at school	connectedness among parents and families. ECHS will improve level of safety and school connectedness among students by 2% each year.	connectedness among parents and families. ECHS will improve level of safety and school connectedness among students by 2% each year.	connectedness among parents and families. ECHS will improve level of safety and school connectedness among students by 2% each year.

Connectedness:			
46% of students reported a high level of connectedness			

Planned Actions / Services

Action   3A

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	Limited to Unduplicated Student Group(s)	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	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ECHS will promote parental participation in programs for	ECHS will promote parental participation in programs for	ECHS will promote parental participation in programs for

unduplicated pupils and provide parents and families by improving the quality of written and in-person translations	unduplicated pupils and provide parents and families with quality written and in-person translations	unduplicated pupils and provide parents and families with quality written and in-person translations
(State Priority 3B – required state metric)	(State Priority 3B – required state metric	(State Priority 3B – required state metric
	The following increases/improvements will be implemented:	**Note**: translations will also be provided for all families of English Learners in IEPs meetings for SWDs starting in 19-20
	Improvement: 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:	
	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	
	Improvement: ECHS will implement student course evaluations to gather baseline data on courses, classroom environment, and student-teacher relationships	
	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	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1. $2000 Document Translation 2. $5000 In-Person Translation 3. $5000 Translation Equipment	1. $10,000 Document and In-Person translation	1. $20,000 Document and In-Person Translation
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1. 5854 2. 5854 3. 4420	1. 5854	1. 5854

Action   3B

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	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Quality outdoor education experiences, service learning and	Quality outdoor education experiences, service learning and	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, experience, and expertise related to their educational/career plans. (State Priority 5A – local metric)	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, experience, and expertise related to their educational/career plans. (State Priority 5A – local metric) The following increases/improvements will be implemented: **Increase**: ECHS will hire a part-time teacher to coach and provide professional development on Best Practice 4: Environmental and Experiential Learning. **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.	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, experience, and expertise related to their educational/career plans. (State Priority 5A – local metric)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $140,338 Grade Level Outdoor Ed Trips 2. $26,532 Transportation for Field Trips	1. $140,338 2. $26,523 3. $64,601 PT Teacher/Coach	1. $167,086 Grade Level Outdoor Ed Trips 2. $26,523 Transportation for Field Trips 3. $15,000 PT Teacher/Coach
Source	Supplemental/Concentration	Supplemental/Concentration	1. Supplemental/Concentration

			2. Supplemental/Concentration 3. Supplemental/Concentration
Budget Reference	1. 5830 2. 5893	1. 5830 2. 5893 3. 1100	1. 5830 2. 5893 3. 1100

Action   3C

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	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	The ECHS Equity and Diversity Task Force will work with students, families, teachers (stipends), administrators, the ECS board, and other stakeholders to collect and	The ECHS Equity and Diversity Committee will work with students, families, teachers (stipends), administrators, the ECS board, and other stakeholders to collect 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)	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 following increases/improvements will be implemented: **Increase**: ECHS will hire a part-time Equity Coach **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 **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	analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program and build students' sense of connectedness. Historically, the EDC has noticed disparate outcomes for UDPs, especially SEDs and ELs. (State Priority 6C – required local metric)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1500	$31,592	$15,000 Teacher on Sp. Assignment
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1100	1100	1100

Action   **3D**

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

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, Schoolwide	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	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 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. (State Priority 6C – local metric)	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. (State Priority 6C – local metric)

	The following increases/improvements will be implemented:	The following increases/improvements will be implemented:
	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 **Improvement**: ECHS will provide teachers with advisory support throughout year	**Improvement**: ECHS will offer: - a wider range of programs that align with ECHS curriculum - increased number of internship opportunities for students to access job shadows, mentorships, and community service opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $140,338 Woodcraft Rangers 2. $26,523 Sports Program	1. $180,000 2. $24,275	1. $22,275 Sports Program 2. $15,000 Busses 3. $32,540 Teaching Staff Cert. 4. $57,480 Teaching Staff Class
Source	Supplemental/Concentration	Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration 3. Supplemental/Concentration 4. Supplemental/Concentration
Budget Reference	1. 5815 2. 5874	1. 5815 2. 5874	1. 5874 2. 5893 3. 1100 4. 1111

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,466,109	30.35%

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).

Goal and Action	Increased or Improved Action/Service	Scope	Cost of Action/Service
Goal 1.10: 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)	**Improvement**: Because there was a decline in CAASPP ELA from 16-17 to 17-18 and because math proficiency rates have hovered in the 30th percentile, departments will continue to focus on vertical alignment and collecting and using UDP student data during the 19-20 school year. Test scores (i.e. 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. Because data will be disaggregated by UDP subgroups, we believe these data sets will provide insight into PD needs for teachers and instructional changes that need to be implemented in real time in order to address needs of UDPs. For example,	✓ LEA-wide ✓ Limited to Unduplicated Pupils	$210,553

	in 16-17, ECHS analyzed multiple sets of data that showed ELs were performing at lower rates than the overall student population in math. This led to the adoption of Edgenuity learning software, which provides Individual Learning plans for EL students, and in 18-19, math performance of all ELs increased on the edgenuity platform as well as on NWEA		
Goal 1.11: 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 is determined through data analysis in concert with stakeholders. We anticipate an organizational focus on Reading Apprenticeship in the 19-20 school year, so ECHS teachers can all use a shared approach to literacy across the curriculum. 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 other professional development endeavors throughout the year. (State Priority 2)	**Improvement:** Organization focus on Reading Apprenticeship for 19-20 school year. This focus also includes the implementation of Student-Centered Coaching. We anticipate the organizational focus on Reading Apprenticeship in the 19-20 school year will allow for ECHS teachers to use a shared approach to literacy across the curriculum. This action is principally directed to English Learners and SED students because performance of these two subgroups either stagnated or declined in ELA CAASPP in 17-18: - EL: 0% met or exceeded the standard in 16-17 and 17-18 - SED: percentage of students that met or exceeded the standard declined 9% from 16-17 to 17-18 We anticipate this being an effective initiative because we believe that having a shared approach to literacy will increase students' critical thinking skills across the curriculum. Moreover, a 2015-16 ECS pilot of Reading	✓ LEA-wide ✓ Limited to Unduplicated Pupils	$7,260

	Apprenticeship demonstrated the approach's impact on ECS unduplicated pupils-- the CAASPP ELA proficiency rate in RA classrooms had increased by an average of 20%, which was significantly higher than the average increase in ELA CAASPP proficiency rates in non-RA classrooms (3.4%) across ECS in the same year. Key strategies for the literacy initiative include continuously measuring the impact on low income and English learner outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers.		
Goal 2.3: 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)	**Increase:** Purchase license for Naviance Because ECHS is a college-prep school and requires all seniors to be accepted into a 4-year university in order to graduate, ECHS will partner with Naviance starting in the 19-20 year. This platform will allow ECHS to see college-related outcomes and other key measure of student success in reliable, actionable data. This will also allow ECHS to analyze college outcomes and measure the effectiveness of its college readiness and counseling programs. We believe this is an effective strategy because Naviance will also help ECHS to identify factors that influence outcomes for subgroups such as first-generation students, SEDs, and ELs (UDPs).	✓ LEA-wide ✓ Limited to Unduplicated Pupils	$415,450

Goal 2.4:	Increase: ECHS will implement new math curriculum in order to support a streamlined vertical alignment. New textbooks will also align with common core math standards	✓ School-wide ✓ Limited to Unduplicated Pupils	$40,174
ECHS will identify, implement and evaluate strategies to improve math achievement for unduplicated pupils			
(State Priority 4A. – local metric)	Increase: In 2019-20 the math initiative will continue under the leadership of a new shared ECS Math Specialist. They will coordinate efforts across ECS to improve math programming and create a vertical alignment across grades in math.		
	Increase: ECHS will hire an additional FTE math teacher to release a FTE high school math coach		
	For the past three years, math proficiency on CAASPP has remained around 31% for the overall population. In 17-18, 29% of SED students met or exceeded the standard, and 0% of EL students met or exceeded the standard. The aforementioned increases will allow ECHS math teachers to address the needs of UDPs by implementing a shared common-core aligned curriculum that will ensure pacing and content coverage from course-to-course. We believe this will be effective because in prior years math teachers have been largely responsible for creating their own curriculum due to lack of CCSS-aligned math textbooks and lack of textbooks that are integrated- and accelerated-pathway aligned. We expect that by streamlining the curriculum and providing additional coaching and math specialist supports to the math department, student achievement will increase for UDPs.		

| Goal 2.5:

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

Based on quantitative and qualitative data gathered by the ECHS ILT as well as DirectEd during a SPED program audit in 18-19, ECHS determined that it needed a clearer, more transparent and shared RTI/MTSS model with stronger Tier I supports. One way to address this is through PD by Kagan, which focuses on in-class strategies that will directly address needs of a variety of learners, including ELs, SEDs, Black and African American students and SWDs- all of these subgroups were included on gradebook analyses conducted by all teachers in 18-19, and a large portion of the teachers reported that they were able to identify performance gaps amongst subgroups but had trouble proceeding with implementing the appropriate strategies in order to address the performance gaps they were seeing in the above subgroups. We are expecting this to be effective in addressing the needs of UDPs because it will help classroom teachers take ownership over their role as principal providers of instruction and support for UDPs. Furthermore, if students can raise their GPAs by increasing their achievement in their classes, this will make them more likely to qualify for their CalGrants, which can be the difference between attending or not attending college for our SEDs (86% of total student population in 18-19) | ✓ LEA-wide
✓ Limited to Unduplicated Pupils | $366,642 |

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

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

Because of ECHS is a college prep school, and because one of ECHS' graduation requirements is for students to be accepted into a 4-year university, it's imperative that students are given opportunities and access to succeed on college entrance exams such as the SAT and ACT as well as the Advanced Placement exams, which make them more competitive in their college applications. This action is principally directed at SEDs because historically, ECHS alum who are SED have reported that the biggest barrier to accessing their top choices in college is financial aid and affordability. Because students can receive college credit by passing AP exams, their success on AP exams can save them literally thousands of dollars in tuition that they would otherwise spend without the credit they receive from passing AP exams in high school. As of 17-18, (18-19 data pending) 20% of sophomore, 43% of juniors, and 40% of seniors who take an AP exam are passing with a 3 or better. By increasing this percentage, ECHS students may be able to more easily afford college.

Goal 2.6: The school site will participate in an ECS-wide literacy initiative which will implement a common approach to literacy instruction across content areas. We will integrate Reading Apprenticeship into our professional development, including three full differentiated Reading Apprenticeship workshop days in Summer 2019.	**Rationale**: A 2015-16 ECS pilot of Reading Apprenticeship demonstrated the approach's impact on ECS unduplicated pupils-- the CAASPP ELA proficiency rate in RA classrooms had increased by an average of 20%, which was significantly higher than the average increase in ELA CAASPP proficiency rates in non-RA classrooms (3.4%) across ECS in the same year. Key strategies for the literacy initiative include continuously measuring the impact on low income and English learner outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers.	✓ LEA-wide ✓ Limited to Unduplicated Pupils	$50,641
Goal 3.2: 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, experience, and expertise related to their educational/career plans. (State Priority 5A – local metric)	**Rationale**: Overnight field trips and day field trips will enrich the learning of Unduplicated Pupils and provide opportunities for healthy risk-taking. In outdoor education experiences students learn about the wilderness and open space, they participate in a wide range of outdoor activities in national parks, including hiking, science experiments, camping, ropes challenge courses, and team-building activities. ECHS takes students on these trips because we believe that being in these locations helps with personal development and self-esteem, develops an appreciation for nature, and gets students out of city life, so they can realize that the outdoors is available for their exploration. The University of Wisconsin-Steven's Point has collected a wide range of research documenting "increased standardized test scores, enhanced attitude about school, improved in-school	✓ LEA-wide ✓ Limited to Unduplicated Pupils	$208,609

	behavior, improved attendance and overall enhanced student achievement when students learn in and about nature." * Outdoor education "effectively employs a greater range of children's intelligences" and many researchers attribute "the increase in performance to increased relevance and hands-on experience of learning outdoors."* Finally, during outdoor ed trips, students interact with teachers and school personnel in a more informal way; this helps with relationship-building and deepening connections that can be brought back to school. This is especially important because according to ECHS' CHKS 2018 results (2019 data pending) only 30% of students reported having strong relationships with adults on campus. ELs, Low-income, and Foster youth benefit from this program as they may not have opportunities for outdoor education experiences prior to coming to our school. In outdoor experiences, these subgroups are able to communicate and reflect outside, and according to senior presentations in 18-19, students are able to see how outdoor ed experiences act as a microcosm for going to college- they will be required to step outside their comfort zones, take risks, and sometimes build a sense of independence and autonomy from their families. Link to research on outdoor ed from UWSP		
Goal 3.3 The ECHS Equity and Diversity Committee will work with students, families, teachers (stipends), administrators, the ECS board, and	**Rationale**: The Equity & Diversity Board Committee promotes and supports ECS's work to develop a school culture that fosters equity,	✓ LEA-wide ✓ Limited to Unduplicated Pupils	$15,000

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.

Historically, the EDC has noticed disparate outcomes for UDPs, especially SEDs and ELs.

(State Priority 6C – required local metric) | inclusion and an appreciation of the diversity within our community.

Recent events in our nation have drawn attention to structures and processes that have historically disadvantaged people of color and persist today. We acknowledge that ECS, as an educational institution, is situated within a historical context and is not immune to the biases and structural inequities that have disenfranchised the communities we serve. As a public education leader in Los Angeles, we have a powerful responsibility to respond proactively and to embrace opportunities to change the structures and processes within our institution that undermine our efforts to educate and empower ECS students.

We need to critically examine our practices with an eye to continual growth, modeling the lifelong learning and critical thinking that will empower our students to be quality stewards of their communities and our world. | | |
| **Goal 3.4**

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.

 (State Priority 6C – local metric) | **Improvement**: ECHS will work with after school site coordinator to support students in accessing community resources and partnerships for job shadowing and internship opportunities.

This improvement is necessary because according to student surveys in 17-18 (18-19 data pending) only about 40% of students reported feeling a sense of connectedness at ECHS. We believe that by providing programs that offer different entry points to course content and standards-aligned learning objectives, | ✓ LEA-wide
✓ Limited to Unduplicated Pupils | $130,295 |

students will feel more connected to the ECHS program. Also, based on student forums during intersession, senior presentation, and informal parent feedback, ECHS students want more opportunities to explore potential career/job pathways. For SED students, these opportunities will allow students to get experience in jobs and career pathways that will help inform their college/postsecondary decisions and majors to pursue.

This is also principally directed to EL students, and we believe this will be effective for English Learners because offering after school programs that allows for multiple entry points for students with varied learning modalities (i.e. Science and Math content access via STEM programming) will support ELs in engaging and interacting with content in ways that may not be available in the classroom.