

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Environmental Charter High:

Federal funds are used to support achievement of ECCHS' three LCAP goals:

1. Ensure operations and facilities are mission-aligned, meet needs of educational program, and facilitate achievement of student learning outcomes
2. Improve outcomes for all students by improving instruction and programs
3. Develop a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability

Key strategic LCAP actions to achieve Goal One include:

Increasing Human Resources support in order to expand our capacity for recruiting strong teachers with appropriate credentials, experience teaching middle school with similar populations and a passion to achieve the ECS Mission. Retaining teachers is also a priority, which is why we are increasing contributions to employee benefits. We will also be improving our facility by upgrading student restrooms.

Key strategic LCAP actions to achieve Goal Two include:

Continued analysis of data to inform planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning.

Identifying and supporting struggling students through ongoing gradebook analyses.

Continue and expand our implementation of Reading Apprenticeship and our collaboration with partners like UCLA Math Project to support math instruction as well as hiring a full-time math coach and adopting new math curriculum for the 19-20 school year.

Key strategic actions to achieve Goal Three include:

Promote parent and community engagement. Throughout the year, ECHS holds events to involve parents and families and the larger community in our students' education. These events include parent conferences, Summer Bridge Orientation, Community Forum, Green Ambassador and events, 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.

In addition, in consultation with the School Site Council (SSC) and English Learner Advisory Council (ELAC), Title I and IV funds will be used to implement and monitor systems of support to increase achievement and progress of Socio-Economically Disadvantaged students and English Learners. Title II funds will be used for professional development for teachers to implement Reading Apprenticeship in order to have a common approach to literacy across our school. These funds will also be used to provide induction programming and support for new teachers through Antioch University, which partners with ECHS to ensure that new-teacher support aligns with ECS' best practices.

ECHS' leadership team consults with stakeholders to identify priority needs and the actions to address those needs. This includes formal parent and staff input through School Site Council and ELAC and feedback received through informal meetings with parents, staff, and other stakeholders. Data is also gathered through California Schools Survey, faculty meetings, staff surveys and department conversations. Our Board of Directors also provides input, via board and committee meetings, including our Academic Excellence Committee. Our Equity and Diversity Committee also reviews data and makes recommendations to address inequities and gaps in performance amongst student subgroups.

Key strategic actions to improve outcomes for English Learners and low income students include:

Continued implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of students who are socioeconomically disadvantaged and English Learners. Studies indicate teacher quality is one of the most important factors in student learning, especially for students with additional needs, like English Learners and low income students. Therefore, ECS will continue to focus on teacher development by providing professional development on Reading Apprenticeship and Kagan strategies starting in the summer of the 19-20 school year.

Additionally, ECHS will continue to have an ELD coordinator who will provide instruction for English learners, conduct observations specifically focused on ELD standards and practices. Additionally, all English Learners will utilize Edgenuity learning software, which provides Individual Learning Plans in math and English for all English Learners. These processes will drive improvements in programs and achievement for English Learners and low-income students.

Professional Development will be provided on Reading Apprenticeship to ensure teachers are designing instruction to support English Learners and using a common approach to literacy to increase student achievement across content areas.

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Environmental Charter High:

Title I and IV funds will be used for implementation and monitoring of systems of support to increase achievement and progress of Socio-Economically Disadvantaged students and English Learners. These initiatives are found in ECHS' LCAP under goals 1.10 and 2.5, which also demonstrate increased or improved services for Unduplicated Pupils, including English Learners and Socio-Economically Disadvantaged students:

Goal 1.10:

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.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. 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, 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 2.5:

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.

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

Title II funds will be used for professional development for teachers to implement Reading Apprenticeship in order to have a common approach to literacy across our school. These funds will also be used to provide induction programming and support for new teachers through Antioch University, which partners with ECHS to ensure that new-teacher support aligns with ECS' best practices. These initiatives are a found in ECHS' LCAP under goal 1.11, which also demonstrate increased or improved services for Unduplicated Pupils.

Goal 1.11:

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 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.

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Title I, Part A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Environmental Charter High:

N/A

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Environmental Charter High:

All new parents participate in orientation meetings at the beginning of the school year where the school's educational program, which is designed to equip all students to graduate from college by mastering the state standards, is explored. Parents are also taught how to access students' course grades and assignments through our online portal and to review the progress reports sent home weekly. Families also learn about our wide range of communication methods, such as newsletters, signboards, automated calls and texts, and workshops. At the start of each school year, new and returning families and students attend meetings led by teachers and administrators that support their understanding of the standards, state and local assessments. This support continues during workshops, parent conferences, committee meetings and paper and digital communications, where parents learn more about our unique program, how to monitor and support their student's learning and how to collaborate with school staff. We notify families about programs such as Medi-Cal and ensure our eligible families know about discounted utilities. We partner with organizations like the YMCA, College Match to provide additional resources to families.

Throughout the year, ECHS holds events to involve parents and families and the larger community in our students' education. 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. Parent and Family Conferences were used at ECHS to present test scores such as NWEA and PSAT growth as well.

ECHS has two parent groups in charge of decision-making, the School Site Council (SSC), English Learner Advisory Council (ELAC). Parents asked that conferences be presented in separate rooms because translating from English to Spanish for each slide takes more time and deters parents from wanting to attend a meeting that is longer than it needs to be. Families also have opportunities to participate in focus groups as part of program evaluation. Audits of special education program and English Language Development programs include interviews with families whose students have exceptionalities and/or are English learners. Our school does not typically have a migratory student population, however any migratory students are provided with supports in their native language, as are non-migratory students. We also partner with immigrants rights organizations who provide educational workshops on campus. ECHS provides workshops for parents to share strategies for supporting their students' achievement, including support using technology, loaner laptops, and extensive support

applying to colleges, filling in the FAFSA and navigating scholarship and aid offers from schools.

Development of school policies, procedures, budget allocations and strategic plans, including the LCAP and SPSA, include the input of parents. Our SSC and ELAC review academic and climate data and provide input on planned actions and related expenditures. As part of the Equity and Diversity Committee (EDC), families analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program. In addition, parent input on surveys is reviewed and considered by SSC, ELAC and the EDC and informs the development of the LCAP and other school plans and policies. Data on parent attendance to conferences, workshops and events is also reviewed and informs LCAP development.

Our parent and family engagement policy was developed jointly with stakeholders, including families of our students. The policy aligns with the parent engagement described in our charter petition. Each year our SSC reviews indicators of parent and family engagement and identifies strategies for increasing participation. The Council's analysis of the effectiveness of these strategies will be used to further refine our parent and family engagement policy. In 2019-20, we will be revising the policy with input from families gathered at committee meetings and through surveys. The revised policy will be posted on our website, available in our office, and summarized in our parent-student handbook.

One of the ECS's five best practices is "Collaborating with Partners." Our Best Practices rubric describes effective collaboration with families, including open and professional communication that is positive, prompt and provides parents the tools they need to support their student. We emphasize consistent communication that empowers families to be active supporters of their students' learning. Teachers and staff are provided explicit feedback and professional development on this best practice. Site leaders meet weekly for professional development and also to share strategies they've implemented on their sites that have been most effective in improving staff collaboration with families.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Environmental Charter High:

SWP: ECHS' schoolwide program includes effective methods and instructional strategies that are based on scientifically-based research to strengthen the core academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curricula. Our educational program is designed to meet the needs of the students who live in or around the Lawndale neighborhood -- students who belong to groups who have been historically underserved. Our school program includes full-time counselors, summer bridge for all new students, a free after-school program, and College Readiness classes.

Our innovative program builds upon three overarching premises: first, that interdisciplinary learning best prepares students for higher levels of academic challenge; second, that the environment provides a ready lens for the application of academic concepts; and third, that attending to adolescent development will enable students to succeed in any high school atmosphere. We engage students in their learning by helping them identify problems in their community, research solutions and teach those solutions to their families and community.

Our teacher created curriculum is interdisciplinary and project-based, requiring students to perform in all four core-subject areas (math, science, English, and history) in authentic, interdisciplinary tasks. We emphasize equity, backward planning, and data analysis and return to these topics in our weekly professional development meetings. In addition, we use a community-building curriculum to teach our students character development, conflict resolution, and collaborative learning. It is our fervent belief that all children, given the opportunities and proper supports, can master the Common Core State Standards (CCSS) and achieve at high levels in high school, college, and beyond. Our mission derives from concurrent and ongoing processes of reflection, research, discussion and revision on the part of stakeholders, board members, administrators, parents, teachers, and students. Title I funding provides full-time counselors to ensure students at risk of not meeting state standards receive additional supports, such as tutoring, small group intervention, and counseling. Title I also supports our full-time ELD coordinator who provides professional development and classroom support. Students are monitored throughout the school year on performance and areas of concern and

time is provided for Core teachers to collaborate with each other, ELD coordinator, counselors and other support staff.

Student needs are assessed using course grades, CAASPP, ELPAC, NWEA MAP, Interdisciplinary Benchmark scores and climate data (e.g. attendance, disciplinary data, and survey data). This data is analyzed at all levels of the organization. Site administrators and teacher leaders review data with families and staff via our School Site Council, English Learner Advisory Committee and our Equity and Diversity Committee. Our Single Plan for Student Achievement and our LCAP development process is part of this data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research and analyze actions and share feedback on efficacy of actions. Each year, the School Site Council reviews the SPSA goals and data and the current needs of the students and then determines the objectives and funding allocation for the following year.

TAS: N/A

Neglected or delinquent: N/A

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Address the ESSA provision:

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Environmental Charter High:

N/A

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the

enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Environmental Charter High:

ECHS ensures that students who are homeless receive prompt additional supports to ensure they have access to the ECHS program. We immediately enroll these students, even if records used to enroll are not available, and we support families with locating records and transportation. If needed, we provide homeless students with bus passes. As needed, we provide homeless students with dress code compliant clothing and school supplies. We also work with partners who are providing the family additional services to be sure that services are coordinated and as consistent as possible. Our Homeless Liaison coordinates additional services for the student, such as counseling or access to health services. We also work with community partners to offer health services on our campus.

One of our ECS Best Practices is “Small Learning Communities”. Our program design creates multiple opportunities for teachers, counselors and administrators to get to know families over time, which supports our identification of students who might have instability in their housing. Our advisory program provides an advisory who stays with the same small group of advisees for all four years of high school and who the family’s primary contact at school. Title 1 funds help support our counselor, who is our homeless liaison. We also offer make up days for testing, to ensure we are capturing the academic data of students who may be absent on testing days.

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Environmental Charter High:

N/A

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

1. through coordination with institutions of higher education, employers, and other local partners; and
2. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Environmental Charter High:

ECHS effectively manages resource allocation to support College & Career Readiness Standards as well as ECHS' mission to prepare students with the knowledge and skills they need to graduate from college. For example, in the College Prep department, there is one college/career preparatory teacher for each grade as well as three counselors to help with college and career readiness such as the college application process, financial aid application process, job application process, etc. ECHS also has an alumni coordinator to determine ways to track and assess college and career success post-ECHS. These resource allocations are effective as evidenced by ECHS' college admission rates (96% in 17-18; 18-19 data pending), and the student climate survey (In 2018, 78% agree or strongly agree they are motivated to go to college, 75% feel the school gives them the knowledge and skills to succeed in college, and 76% believe they will graduate from college).

ECHS has close relationships with many colleges and universities nationwide, which regularly visit the campus for student recruitment. These institutions have realized the uniqueness of our program that produces the kind of graduates they seek for their institution. The list of colleges and universities include but are not limited to: Williams College, Smith College, Yale University, Colby, UCLA, Haverford, The Claremont Colleges, UC Merced and CSUDH.

ECHS also develops and shares its school profile with colleges, universities, and technical schools. The school profile is updated yearly and describes the mission of our school, our programs, demographic information, college-entrance testing information and data, grading system, and graduation requirements. Colleges and universities utilize our school profile during the college application process.

Each academic year, ECHS reviews the National Clearinghouse alumni data and internal data to learn about the effectiveness of our educational program. ECHS

administration uses National Clearinghouse data to track alumni retention and enrollment at post-secondary institutions and report these findings to the ECS Board.

The Clearinghouse data has revealed large increases in the number of students enrolling in college upon graduating from ECHS and continuing in college following their first year of enrollment. However, strengthening enrollment consistency and lending alumni support to these students are a continued work in progress.

In 2016, ECHS partnered with Pepperdine University Service-learning Program to research how to develop an alumni program and produced the “Best Practices for First Generation College Student Retention and Alumni Engagement” report. As a result, ECHS hired an alumni coordinator in the summer of 2017. The alumni coordinator is currently following the recommendations from the report and the timeline suggested by it. ECHS continues to use National Clearinghouse data, and qualitative and quantitative data collected from our Alumni Coordinator to publish an effective compendium of information that will serve to inform the school, parents, prospective families, and the local community of the long-term impact an ECHS education has on its graduates.

Additionally, in 18-19 ECHS partnered with the CARPE consortium, led by High Tech High in order to improve college access and readiness. The mission of CARPE is to increase the enrollment of Black and Latinx students in 4-year colleges and universities. This five-year partnership has provided a space for a mixture of charter and traditional public schools to collaborate and act as thought partners to increase and improve student outcomes. The 18-19 focus for CARPE was FAFSA completion.

ECHS provides its students with ongoing college counseling in addition to the grade level College Prep courses that culminate into Senior Seminar during their senior year. College Prep provides students with assistance in the college application process, college essays, financial aid and selecting colleges to apply to. As part of our college preparatory program, all students are required to take the PSAT and then the SAT and ACT, in addition to participating in field trips to colleges and universities. During Senior Seminar, students complete a Civic Action Project, where they explore their interests and work on a service learning project with local professionals. We also work with College Match, South Central Scholars, El Camino College, and host college informational meetings on campus to provide awareness and opportunities for our students and families. As a result of these processes, 96% of our seniors have been accepted to a 4-year institution in 17-18 (18-19 data pending).

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

1. assist schools in identifying and serving gifted and talented students; and
2. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Environmental Charter High:

N/A

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Title I, Part A, Educator Equity

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Environmental Charter High:

Yes, N/A as Environmental Charter High School is a single school direct funded charter school.

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Title II, Part A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Environmental Charter High:

All teachers at ECHS are provided with extensive research-based Professional Development; 2 weeks in the summer for continuing teachers (3 weeks for new teachers); 6 non-instructional days during the school year; and weekly during the school year; in addition to planning time (grade level and department teams) to support teachers and improve instruction. 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. New ECHS staff members are oriented to the school's goals and best practices for achieving those goals during a 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, the Special Education team, the Student Services Department, and department colleagues.

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. 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. 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).

ECHS has implemented TeachBoost, a customizable instructional leadership platform for improving feedback quality, developing educator capacity and increasing student achievement. The Instructional Leadership Platform includes Observations and Evaluations, Coaching and Mentorship, Professional Development. TeachBoost incorporates ECS' Best Practices Rubric that streamlines the teacher observation and coaching process to deliver actionable data to improve instructional practices. The TeachBoost platform is a valuable resource for creating coherence between classroom/teacher observations and professional goals, in order to communicate with teachers and track schoolwide goals for improving instructional practice.

Each year, we conduct a longer, more in-depth survey that enables us to see how well teachers understand our entire Teacher Development System (TDS) and allows us to make changes to the TDS in response to their feedback. In addition, we look to our California Healthy Kids Survey, administered yearly, for prompts that allow us to see whether teachers feel prepared by professional development and adjust our TDS accordingly.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Environmental Charter High:

N/A as Environmental Charter High School is a single school Local Education Agency.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Environmental Charter High:

ECHS is highly effective in using multiple types of data to drive ongoing professional development improvement. Our data-driven culture includes the collection, disaggregation, and analysis of professional development sessions coupled with student data. Since 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 professional development improvement as they emerge. Each year we use the platform to design new visualizations, which provide additional insight into our datasets and how they intersect. CAASPP, NWEA MAP, SAT, attendance and disciplinary action data are all accessible via Schoolzilla.

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

The collection, disaggregation and analysis of various types of data take place with the Cabinet, Instructional Leadership Team and instructional consultants from DirectEd Educational Services and other organizations. The Cabinet is comprised of the Executive Director/CEO, Principals of each Charter School, Director of Curriculum and Instruction and Director of Talent Management. The Instructional Leadership Team is comprised of the school Principal, Assistant Principal, Dean of Student Services, and Director of Curriculum and Instruction. These two teams along with independent

consultants analyze data to inform decision-making including the allocation of resources (human, material, physical), professional development planning, identifying the types of academic interventions to implement, new initiatives (i.e. math initiative, equity and diversity task force) and master schedule planning.

While it can be difficult to draw a causal link between Title II professional development activities and student outcomes, we continue to believe that improving teachers' instructional skills, their ability to analyze and plan using assessment data, and their command of content will lead to better student understanding and improved student achievement outcomes. We plan our professional development activities based on our assessment of teacher strengths and weaknesses, student outcome data, and teacher feedback. Throughout the year, we seek feedback from teachers on their experiences in PD and their ability to apply what they learn in PD to their classrooms. This data analysis cycle is already a routine practice throughout our organization, and has led to several recent initiatives, including a three-year Math Initiative and the adoption of the Reading Apprenticeship Initiative. The cycle is as follows: 1) Collect teacher feedback at the end of every PD, document/analyze/track results; 2) Identify intended student outcomes, potential student learning metrics and plan for evaluation of effectiveness during PD planning process - create a new column on PD calendar; 3) Schedule recurring opportunities to evaluate effectiveness of PD based on teacher feedback and student learning metric; 4) Communicate data/trends to key stakeholders; 5) Adjust PD planning/implementation; 6) Repeat cycle.

Recent initiatives that require this level of evaluation include our new partnership with the UCLA Math Project, and the Harvard Graduate School of Education, WestEd's Reading Apprenticeship program, the revision of the Senior Thesis, our induction program led by Antioch University, ELD training and SPED professional development. Evaluating and improving these programs will continue to be central to our administrative efforts and we look forward to seeing improvements in student outcomes as a result.

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Title III, Part A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Environmental Charter High:

During the 2014-15 school year, English teachers and instructional coaches attended Professional Development led by Dr. Laurie Olsen, a leader in EL and ELD instruction from Loyola Marymount University. The reclassification process was revised. The English Department aligned the ELA and ELD standards and designed a scope and sequence for all grade levels and incorporated resources from the Lucy Calkins Reading and Writing Workshop. Since then during regular professional development, the ELD Coordinator leads PD on ELD supports and strategies and collaborates with teachers in the monitoring of EL students and discusses methods to further differentiate instruction.

The Special Education Coordinator also meets with the EL Coordinator to discuss and monitor the academic progress and discuss effective instructional strategies for Students with Disabilities who are also classified as EL.

The ELD coordinator and full-time ELD paraeducator attend CABE each year as well as other professional development opportunities to stay abreast of best practices and strategies to support students in meeting the challenging state academic standards.

In 2019-20 ECS is implementing Reading Apprenticeship across all of its campuses. This initiative is led by our Director of Curriculum and Instruction. Reading Apprenticeship (RA) is a research-validated approach for improving subject area literacy in middle school, high school, and community college. The approach supports English Learners with instruction that builds students' language and content knowledge, dispositions to grapple with complex texts, and text-based problem solving strategies. RA supports English Learners oral language development because in RA classrooms discussion is central and routine, scaffolded, and text-based, which fosters use of target language and content. RA supports English Learners' reading and writing development because it ensures extensive in-class reading opportunities, a range of text structures and language inputs linked to content, modeling and guided practice of comprehension strategies, writing to connect ideas across texts, experiences, and classroom

and social resources for learning.

Title III funds are being used to support the additional time the Director of Curriculum has spent supporting the RA implementation, training administrators to evaluate implementation, evaluating the impact of RA professional development on the learning of English learners and providing and identifying additional professional development for administrators and teachers to ensure RA is implemented with fidelity and improves instruction for English Learners.

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Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Environmental Charter High:

N/A

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Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Environmental Charter High:

In Fall 2015, a new ELD Coordinator position was developed and filled. The ELD Coordinator is in charge of providing small group instruction for EL students and provides teachers with professional development on pedagogical strategies for integrated ELD supports. The EL Coordinator is also responsible for managing the reclassification process and monitoring the progress of RFEP students.

All EL students receive designated and integrated ELD instruction. Designated ELD is offered through the UCOP approved courses of Critical Reading and Critical Analysis. Within each course, (Critical Reading, Critical Analysis or ELD/SWD) students work on

learning targets derived from the ELD framework to strengthen their reading, writing, and vocabulary skills; and deepen their ability to communicate their learning across other disciplines. ELD courses are revised annually for content, placement, alignment to the ELD standards, and most importantly to ensure EL students progress academically. For the 2015-16 school year, the ELD course was titled “Critical Reading, Writing and Communication for Social Change,” a college preparatory and UC A-G approved course. However, based on student data, ECHS created two separate courses, which are tailored for grade-level cohorts to best support content classes. Starting in 2017-18 students were separated into cohorts that focused on Critical Reading or Critical Analysis. In 17-18 ECHS adopted Edgenuity English Language Development (ELD) curriculum for ELL. Edgenuity provides every EL student with individualized learning plans for English Language Arts and Mathematics.

Integrated ELD instruction is embedded across all disciplines through strategic grouping, graphic organizers, intentional scaffolding and a focus on explicit teaching of Academic English language that is necessary to communicate content mastery. During unit planning, teachers identify key vocabulary, and strategies such as concept charts, word walls, use of formative assessments, and academic conversations to implement to improve instruction for EL students.

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English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

1. achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
2. meeting the challenging State academic standards.

Response from Environmental Charter High:

ECHS purchased Edgenuity, an individualized online program that differentiates instruction using the Common Core State Standards. Edgenuity is currently being used in the ELD and Special Education Department with students, and students receive an Individualized Learning Plan in both math and English, which will help support their progress toward proficiency on state standards and English proficiency assessments.

In addition to the programs and activities listed above, ECHS uses a variety of data to track and monitor EL student performance. After an analysis of NWEA data and other multiple metrics, our reclassified students have surpassed the national norm in reading comprehension, specifically the class of 2018. Our current trends find that EL students are on track to meet their growth goals, as projected by NWEA MAP reports. Currently, the ELD Coordinator and the administrative staff are assessing using Interim Assessment Blocks (IAB) as reclassification criteria, based on conversations with the CDE.

By using Edgenuity, NWEA Map data, and CAASPP IAB data, ECHS hopes to further develop supports and interventions for English Learners to improve their language proficiency and overall academic achievement.

In 2018-19 the Director of Curriculum and Instruction will be leading an organization-wide Literacy Initiative, which will include training teachers across content areas in Reading Apprenticeship strategies. A WestEd study of Reading Apprenticeship found that when implemented in high school science and history classes it resulted in increased opportunities for learning literacy, especially for English Learners (<https://readingapprenticeship.org/wp-content/uploads/2014/01/Successful-Literacy-Learning-for-ELs.pdf>).

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Title IV, Part A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

1. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
2. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
3. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

4. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
5. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Environmental Charter High:

ECHS developed its application in consultation with ECHS families, teachers, administrators, staff, community partners and families, teachers, administrators, staff, and community partners. Input from stakeholders was garnered through committee meetings, focus groups and surveys. Committees examined survey data, anecdotal data, climate data, and charter and LCAP measurable pupil outcome data. Though student reports of harassment or bullying declined, in meetings parents expressed concerns about teasing, harassment and bullying. Teachers and staff also supported allocating resources to improve how students interacted with each other.

In order to ensure safe and healthy students, ECHS will use Title money to fund a counselor, who will facilitate its social-emotional program. The ECHS counselor's activities include training teachers to lead activities like community circles, which help students surface and resolve conflict and develop socially and emotionally, supporting their mental health. The counselor will also coordinate students' Comprehensive Sexual Education, working with non-profit partners like Peer Health Exchange, Planned Parenthood and More Than Sex Ed to ensure the implementation of new requirements through CHYA.

The objectives of our social emotional learning program are to achieve high rates of student attendance, above 95% average daily attendance, to reduce chronic absenteeism rates, and maintain low suspension and expulsion rates. Disciplinary referral rates are tracked as leading indicators, and the counselor coordinates additional resources to teachers with high rates of disciplinary referrals and students who receive repeated referrals. Additionally, we will review survey data from CAL-SCHLS and local surveys to track the percentage of students who find ECHS to be a safe place to learn and the percentage of students who agree or strongly agree that they feel connected to ECHS.

The ECHS administrators, ECHS counselors, ELD Coordinator, and Special Education Coordinator meet regularly to review student progress, troubleshoot school issues and

scheduling challenges, review and coordinate outside services providers, and evaluate programs, such as counseling, Speech & Language, ELD and Special Education services and behavior supports.

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