

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Annual Update

LCAP Year Reviewed: **2019-20**

Goal 1

Excellent Operations & Facilities- 1-Ensure operations and facilities are mission-aligned, meet needs of educational programs 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.	Not Met. Three ECHS teachers were misassigned. All teachers were fully credentialed.
100% of pupils have sufficient access to standards-aligned instructional materials.	Met. All students had access to standards-aligned instructional materials.
ECHS school facilities will be in good repair.	Met. The facility received ratings of Good on all inspected systems, and an overall rating of Exemplary according to the School Accountability Report Card (SARC).
100% of teachers will participate in Professional Development on state standards.	Met. All teachers participated in PD on state standards.
100% of EL students will 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 will be 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.	Not Met. 97.4% of class of 2020 completed their A-G requirements.
100% of students with exceptional needs will be 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 1A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will employ certificated employees necessary to implement educational programs.	School employed certificated employees necessary to implement educational programs.	\$2,040,988	\$1,968,590

Action 1B

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 programs.	School employed staff necessary for school operations and facilities to ensure student safety and support implementation of educational programs.	\$362,065	\$480,060

Action 1C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will maintain required insurance and will offer competitive employee benefits packages.	School offered employees a competitive benefit package. When the pandemic began in the spring of 2020, ECS surveyed employees to determine what additional needs the pandemic created. ECS then added additional benefits, including a	\$1,108,894	\$938,534

	wider range of mental health resources and expanding benefits to include help defraying unplanned expenses for childcare when employees' children's schools closed.		
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Action 1D

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. Students will be provided with free and reduced lunch.	School purchased books, materials and supplies to ensure smooth operations and effective implementation of the educational program. School provided students with free and reduced lunch. When the schools were forced to close in the spring of 2020, we shifted to "grab and go" food distribution and also provided students with Chromebooks and Internet hotspots.	\$327,172	\$312,652

Action 1E

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

School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	School leveraged professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational programs. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	\$1,081,141	\$1,266,568
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Action 1F

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.	Though no capital improvements were planned, ECHS completed several facility improvements through Prop 39 funding, including adding a Cool Roof, replacing lighting to be more energy efficient lighting, and adding insulation.	\$25,000	\$56,053

Action 1G

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>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)</p>	<p>LESD's support as we work to improve our campus and create more space for students and staff has been pivotal. In 2019-20, conversations about ways to improve the facility continued. HVAC improvements began.</p>	<p>Duplicated Expenditure</p>	<p>\$0</p>
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Action 1H

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support schools implementation of standards implementation and work to</p>	<p>ECS personnel provided school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel also supported the school's implementation of standards and worked to secure additional</p>	<p>\$266,247</p>	<p>\$273,442</p>

secure additional resources needed to implement educational program.	resources needed to implement the educational program.		
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Action 1I

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 & LESD worked together to create a plan for upgrading HVAC. In 2019-20 LESD granted permission for the project to move forward. Plans were developed collaboratively and submitted to DSA for approval.	Duplicated Expenditure	\$0

Action 1J

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

<p>Data Manager and ECS certificated staff will oversee coordination between SchoolZilla and other school data sources in order to disaggregate subgroup data for analysis, create data visualizations and respond to teacher and administrator questions about data. All teachers will also participate in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECS will also use TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes will drive improvements in instruction and programs for UDPs. (State Priority 2)</p> <p>Additionally, the following increases/improvements will be implemented:</p> <p>Improvement: Departments will</p>	<p>Data Manager and ECS certificated staff oversaw coordination between SchoolZilla and other school data sources in order to disaggregate subgroup data for analysis, create data visualizations and respond to teacher and administrator questions about data. All teachers also participated in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECS also used TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes drove improvements in instruction and programs for UDPs. (State Priority 2)</p> <p>In 2019-20 we continued implementing student-centered coaching. Teachers met regularly with their instructional coaches and were observed by and</p>	<ol style="list-style-type: none"> 1. \$189,715 Administrators 2. \$6,561 NWEA 3. \$4,409 Teachboost 4. \$1,468 Schoolzilla 5. \$8,400 BTSA <p>\$210,553</p>	<p>\$210,285</p>
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<p>focus on vertical alignment and collecting and using student data during the 18-19 school year. Test scores (i.g. CAASPP math and English, NWEA, and IAB) will also be examined, and target goals will be set and monitored by departments throughout the year. Additionally course surveys will be distributed to students to provide feedback to teachers on their learning experiences.</p>	<p>received feedback from their coaches and administrators. We developed the capacity of our instructional coaches through monthly Instructional Coach Training.</p> <p>Based on ECS leadership’s work with the Charter Network Accelerator, ECS implemented an organization-wide focus on literacy.</p> <p>When the pandemic began, professional development’s focus shifted to best practices for Distance Learning and supporting students’ mental health.</p> <p>Departments focused on vertical alignment and using student data from the 18-19 school year. Test scores (e.g. CAASPP math and English, NWEA, and IAB) and target goals were set and monitored by departments throughout the year. Additionally course surveys were distributed to students to provide feedback to teachers on their learning experiences.</p>		
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Action 1K

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Additionally, ECHS will purchase educational software, provide teacher stipends to conduct research & provide professional development, create field trip opportunities for students, and cover substitutes for teachers who are participating in other professional development endeavors throughout the year. (State Priority 2)</p>	<p>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 was determined through data analysis in concert with stakeholders. Organizational focus was on Reading Apprenticeship in the 19-20 school year, so ECHS teachers now can all use a shared approach to literacy across the curriculum.</p> <p>Additionally, ECHS purchased educational software, provided teacher stipends to conduct research & provide professional development, created field trip opportunities for students, and covered substitutes for teachers who were participating in other professional development endeavors throughout the year. (State Priority 2)</p>	<p>1. \$4,200 Newsela 2. \$3,060 Turnitin Proquest, GALE Teacher Stipends for research and PD Civic Action field trips</p>	<p>\$41,332</p>

<p>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.</p>	<p>Additionally, the following increases/improvements were implemented: Improvement: Organizational focus on Reading Apprenticeship for 19-20 school year. This focus also includes the implementation of Student-Centered Coaching.</p>		
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Action 1L

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ECHS will replace aging classroom furniture.	ECHS replaced aging classroom furniture.	<ol style="list-style-type: none"> 1. \$118,750 2. \$131,250 <ol style="list-style-type: none"> 1. Other Revenue 2. Reserves 	\$222,217

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.

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

Overall, the actions and services were very effective in achieving our goal to ensure our operations and facilities are mission-aligned, meet needs of our educational program and facilitate the achievement of student learning outcomes.

We met all of our facility-related measurable outcomes. In addition, 100% of students had access to standards-aligned instructional materials, all teachers participated in professional development on state standards and all students had access to CCSS and ELD-aligned curriculum.

We had 3 teacher misassignments in 2019-20 and missed our target of 98% of pupils graduating with their A-G requirements by 0.6%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures for Action 1B were higher than budgeted due to a spreadsheet formula error that did not include Classified salaries in budget lines 2101 and 2400. Otherwise spending was in line with the budget.

Estimated Actual Expenditures for Action 1E were higher than planned, going over the budgeted \$1,081,141 by \$180,000. Action 1E encompasses most of series 5000, Services & Other Operating Expenses. Line items in that series where actuals exceeded budgeted include increases of 8k in equipment & leases, of 60k in substitutes, of 10k in technology services, of 10k in transportation and in miscellaneous operating expenses of 16k. The higher spending in substitutes was due to several certificated staff taking FMLA.

Estimated Actual Expenditures for Action 1F were higher than planned by \$30k. Prop 39 projects consisting of a Cool Roof, a replacement of lighting to be more energy efficient lighting, and added insulation were completed to improve our facility's sustainability and mission-alignment.

Estimated Actual Expenditures for Action 1K were in error, omitting the cost for the items encompassed in the action, i.e., Proquest, GALE, Teacher Stipends for research and PD and Civic Action field trips. The actuals for these items were in line with the amounts budgeted for them.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Nearly every goal pertaining to ensuring our operations and facilities are mission-aligned, meet the needs of our educational program and facilitate achievement of student learning outcomes was met. Because of the pandemic, there is less data to consider from the California School Dashboard, and none of it pertains to operations or facilities. Though all of our teachers were credentialed, we did not meet the annual measurable outcome for all of our teachers to be appropriately assigned in the subject area and for the pupils they are teaching. Our Human Resources department has instituted stricter processes for hiring and we are contracting with a credential analyst to provide guidance.

This goal will remain the same for the 2020-23 LCAP, but we are renumbering our goals to put student outcomes at the forefront. We will update actions to reflect our new objectives for capital improvements, as we were able to meet the objectives in this LCAP. We are relocating actions pertaining to professional development and student data analysis to our student outcomes goal, since the analysis of data and the effectiveness of professional development are more germane to student outcomes than operations and facilities.

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: 39% of 11th grade students will meet or exceed the standard.

Because there was no 2020 CAASPP administration, it is not possible to determine whether this AMO was met. However, we can provide alternative growth data for 19-20.

ELA

9th graders completed the Read-Informational-Text IAB in Fall 2019 and demonstrated significant growth from their average Distance from Met on the 8th grade CAASPP ELA assessment.

- 2019 CAASPP ELA: +1.8
- Fall 2019 Read Informational Text IAB: +29
- Total growth: +27.2

10th-12th graders completed the NWEA MAP Reading assessment and demonstrated growth from their prior scores, indicating there was no “summer learning loss”.

Grade in 19-20	Prior score	Fall 2019	Growth
10	Spring 2019: 223.8	224.1	+.4

11	Spring 2019: 224.2	224.5	+ .3
12	Winter 2019: 221.7	229.3	+8.2

Finally, 10th and 11th graders completed the PSAT and demonstrated growth from their 18-19 scores on the English section.

Grade in 19-20	18-19	19-20	Growth
10	405.5	435.9	+30.4
11	404.8	428.6	+23.8

During 2019-20, the percentage of students that passed the senior thesis paper by the second round of grading increased from 53% in 2018-19 to 71% in 2019-20 and the percentage who did not pass their senior thesis by the end of the year fell from 12% to 4%.

Math

10th-12th graders completed the NWEA MAP Math assessment and demonstrated growth from their prior scores, indicating there was no “summer learning loss” .

Grade in 19-20	Prior score	Fall 2019	Growth
10	Spring 2019: 228.9	231.5	+2.6
11	Spring 2019: 231.8	232.1	+ .3
12	Winter 2019: 237	240.9	+3.9

Finally, 10th and 11th graders completed the PSAT and demonstrated growth from their 18-19 scores on the Math section.

Grade in 19-20	18-19	19-20	Growth
10	414.2	432.8	+18.6
11	410.6	425.3	+14.7

98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements

Not Met. 97.4% of class of 2020 completed their A-G requirements.

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.

No ELPAC or Dashboard in 2020. 2019 Data provided below. N/A The Fall 2019 CA School Dashboard has provided the first ELPI status, creating a baseline for our school. Our baseline status is 64.7%, which is considered a "High" status.

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.

Met.

In 2019-2020 ECHS had its highest AP passage rate in five years, with 65.9% of total AP students achieving a score of 3 or better.

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

	9th	10th	11th	12th
17-18	100%	22%	73%	42%

18-19	--	27%	65%	48%
19-20	100%	52%	72%	72%

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: 39% of 11th grade students will meet or exceed the standard.

Because there was no 2020 CAASPP administration, it is not possible to determine whether this AMO was met. However, we can provide alternative growth data for 19-20.

ELA

9th graders completed the Read-Informational-Text IAB in Fall 2019 and demonstrated significant growth from their average Distance from Met on the 8th grade CAASPP ELA assessment.

- 2019 CAASPP ELA: +1.8
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Math

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Grade in 19-20	Prior score	Fall 2019	Growth
10	Spring 2019: 228.9	231.5	+2.6
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12	Winter 2019: 237	240.9	+3.9

Finally, 10th and 11th graders completed the PSAT and demonstrated growth from their 18-19 scores on the Math section.

Grade in 19-20	18-19	19-20	Growth
10	414.2	432.8	+18.6
11	410.6	425.3	+14.7

ECBS will maintain a high percentage (95% or more) of pupils that are accepted into in a 4-year university

Not Met. 72% of the class of 2020 were accepted to 4-year universities. An additional 25% were accepted into 2-year colleges.

ECBS will maintain a high percentage (80% or more) of alumni who enroll in a post-secondary institution during the first year after high school.

Met. 83.3% of class of 2019 enrolled in college during 19-20.

<p>ECHS will maintain a high percentage (90% or more) of alumni who enroll in college the first year after high school and return for a second year</p>	<p>Met. 92% of students from Class of 2017 enrolled in college the first year after high school and returned for a second year</p>																				
<p>Proficiency of Schoolwide Learner Outcomes will improve by 2% each year</p>	<p>Not Met. SLOs did not improve in 19-20. This is likely because of the school closures due to Covid.</p> <table border="1" data-bbox="1060 360 1990 860"> <thead> <tr> <th>Schoolwide Learner Outcome</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>SLO - College Readiness</td> <td>77%</td> <td>82%</td> <td>82%</td> </tr> <tr> <td>SLO - Sense of Purpose</td> <td>62%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>SLO - Environmental Steward</td> <td>59%</td> <td>65%</td> <td>62%</td> </tr> <tr> <td>SLO - Community Steward</td> <td>55%</td> <td>60%</td> <td>59%</td> </tr> </tbody> </table>	Schoolwide Learner Outcome	17-18	18-19	19-20	SLO - College Readiness	77%	82%	82%	SLO - Sense of Purpose	62%	67%	67%	SLO - Environmental Steward	59%	65%	62%	SLO - Community Steward	55%	60%	59%
Schoolwide Learner Outcome	17-18	18-19	19-20																		
SLO - College Readiness	77%	82%	82%																		
SLO - Sense of Purpose	62%	67%	67%																		
SLO - Environmental Steward	59%	65%	62%																		
SLO - Community Steward	55%	60%	59%																		

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	ECS personnel provided support with: data analysis and visualization, planning and		

delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated)	delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated)	\$186,051	\$158,380
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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 coordinator also provided professional development and provided instructional coaching and support. Paraeducators also were trained to support ELD students and provide extra support for English Learners in their content courses. (State Priority 7)	1. \$86,363 Literacy Coordinator 2. \$48,130 Paraeducators 3. \$14,768 \$149,261	\$182,626

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>ECHS counseling team will utilize software and work with community partners to tend to academic, social, and emotional needs of students by providing the following: Academic and Graduation Progress monitoring</p> <p>Internships, Job Shadows, and Community Service Opportunities</p> <p>College and Financial Aid counseling and guidance</p> <p>Social and Emotional Support</p> <p>Monitoring student attendance</p> <p>Implementing SST process and working with grade level teams to provide necessary interventions for at-risk students</p> <p>(State Priority 4 & 5)</p> <p>Increase: Purchase license for Naviance</p>	<p>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</p> <p>Internships, Job Shadows, and Community Service Opportunities</p> <p>College and Financial Aid counseling and guidance</p> <p>Social and Emotional Support</p> <p>Monitoring student attendance</p> <p>Implementing SST process and working with grade level teams to provide necessary interventions for at-risk students</p> <p>(State Priority 4 & 5)</p> <p>Increase: Purchased license for Naviance</p>	<ol style="list-style-type: none"> 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 <p style="text-align: center;">\$415,451</p>	<p style="text-align: center;">\$420,104</p>
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ECHS will identify, implement and evaluate strategies to improve math achievement for unduplicated pupils (State Priority 4A. – local metric)</p> <p>The following increases/improvements will be implemented:</p> <p>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.</p> <p>Increase: ECHS will hire an additional FTE math teacher to release a FTE high school math coach</p> <p>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</p>	<p>ECHS identified, implemented and evaluated strategies to improve math achievement for unduplicated pupils</p> <p>The following increases/improvements were implemented:</p> <p>In 2019-20 the math initiative continued under the leadership of a new shared ECS Math Specialist. She coordinated efforts across ECS to improve math programming and create a vertical alignment across grades in math. ECHS reached 100% consistent implementation of Open Up curriculum in Math 1 (grade 9) and Math 2 (grade 10); this staggered curriculum implementation will include Math 3 (grade 11) in 20-21. The bulk of Dept PD was designed to support common grade level instruction to support vertical alignment and increase impact of curriculum by sharing/growing best teacher practices. Students engaged in IAB-PT to help inform 19-20 next steps. In May 2020 9th grade</p>	<p>\$48,650</p>	<p>\$49,018</p>

	<p>students engaged in Authentic Math Assessment that assessed two priority standards and included a math identity survey. ECHS hired an additional FTE math teacher to release a FTE high school math coach</p> <p>Increase: New textbooks were purchased that align with Common Core math standards</p>		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>In order to prepare students for college and career, additional services will be provided in order to level the playing field and enhance achievement and graduation/college success. Each year students will take College Readiness courses to develop study & test-prep skills and gain the navigational capital necessary to apply, be accepted to, and apply for financial aid for postsecondary education. The following increases/improvements will be</p>	<p>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 took 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</p>	<ol style="list-style-type: none"> 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 	<p>\$392,745</p>

<p>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 Improvement: ECHS will develop a more comprehensive long-term plan for the AP program that includes more professional development opportunities for AP teachers, additional instructional coaching specifically for AP teachers, annual program evaluation based on AP teacher feedback, student performance data, and other stakeholder feedback</p>	<p>implemented: Increase: ECHS contracted Kagan Strategies to provide PD for teachers; these strategies included test taking strategies Improvement: ECHS developed a more comprehensive long-term plan for the AP program that includes more professional development opportunities for AP teachers, additional instructional coaching specifically for AP teachers, annual program evaluation based on AP teacher feedback, student performance data, and other stakeholder feedback</p>	<p>\$366,642</p>	
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>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.</p> <p>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</p>	<p>The school site participated in an ECS-wide literacy initiative which implemented a common approach to literacy instruction across content areas. We integrated Reading Apprenticeship into our professional development, including three full differentiated Reading Apprenticeship workshop days in Summer 2019.</p> <p>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.</p> <p>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.</p>	<ol style="list-style-type: none"> 1. \$14,329 Reading Apprenticeship 2. \$22,412 Reading Apprenticeship 3. \$6,400 Part-time Writing Aides 4. \$7,500 Writing PD <p style="text-align: center;">\$50,641</p>	<p style="text-align: center;">\$73,527</p>
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lowest performing readers.			
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p>	<p>Special Education staff provided instructional support to students with disabilities and worked with teachers, students and families to ensure students with disabilities had appropriate accommodations and appropriate placements. Furthermore, for school year 2019-20, ECHS completed transition to the El Dorado Charter SELPA (Special Education Local Plan Area), which provided ECHS a higher level of support and increased revenue streams for special education.</p> <p>Increase: ECHS hired an additional FTE Specialized Academic Instruction teacher. This allowed SAI teachers to better balance caseloads, collaborate more with gened teachers, and better focus grade-level content support within SAI classroom space.</p>	<p>\$393,340</p> <ol style="list-style-type: none"> 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 	<p>\$353,504</p>

Analysis

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

Despite the world-wide pandemic, ECHS was able to implement nearly all actions as planned. In the few places where actions were adjusted, it was in response to the shifting needs created by the pandemic and the move to distance learning. In some cases, such as the expanded use of writing aides, the needs of the pandemic expanded the scope of the action, increasing support to students during a crisis.

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

Because of the pandemic, the CDE cancelled CAASPP and the ELPAC could not be administered in the spring of 2020, as our campus was closed. Therefore, much of the data that was intended to measure the effectiveness of our actions was not generated. We did meet our goal of achieving a high percentage (90% or more) of alumni who enrolled in college the first year after high school and returned for a second year and we met our goal of 80% or more of alumni enrolling in a post-secondary institution during the first year after high school. Though 97% of our students were accepted into colleges, only 72% of the class of 2020 were accepted to 4-year universities, falling short of our target of 95%.

Our scores on Student Learning Objectives did not improve, which may be due to the COVID-19 related school closures, however, we did see growth in both math and ELA on the NWEA MAP and on ELA IABs, suggesting that students were learning despite the sudden transition to distance learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1- Expenses for certificated support from the ECS Home Office were lower than planned, in part due to certificated employees going on Family Medical Leave.

Action 2-ELD Program planned expenditures were about 30k higher than expected as a result of expanded use of paraeducators to support English learners.

Action 6- Literacy Initiative. Actual expenditures were higher than planned by about \$23,000. The use of writing coaches was expanded beyond the initial plan, in order to provide more small group support to high need students, especially when our program moved to Distance Learning after the pandemic closed schools

Actual expenditures for Action 7 were 10.1% under budgeted. Special Education teacher salaries and, to a lesser extent, Special Education paraeducator salaries and outside provider expenses, were lower than budgeted. A small part of the reduction was due to the challenges in setting up remote services at the start of the pandemic (Mar-June 2020), before small group specialized cohorts were allowed in LA County around October 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

As we reflect on our progress and the data from 2019-20, in order to inform our goals and actions over the next few years we must consider:

- the remarkable and swift transition we made to Distance Learning in the spring
- the collaborative and creative work of teachers, administrators and staff over the summer to create a mission-aligned Distance Learning program
- the implementation of many new systems, programs and tools in the fall of 2020-21
- the gains in learning our students made despite the many challenges they faced
- the resilience of our families, students and staff to continue to persevere through over a year of new, unprecedented and often tragic events

In the face of this, we must consider the question of sustainability as we prepare for the next few years. Uncertainty and change is likely to persist. We do not know the proportion of students who will remain in distance learning next fall or how long the transition back to a fully in-person educational program will take. We do know that our people have persisted, creatively, collaboratively and resourcefully working to help our students and families.

It is clear our people are our most important resource. We have invested in their coaching, professional learning, and content expertise. They have demonstrated their commitment to our mission through difficult times.

The past two years have made the inequities our students face ever more clear. Most of them arrive on our campus scoring below their peers across the state. Their neighborhoods have borne the brunt of the pandemic, in health terms and economic terms. As we plan for the next few years, we must find a way to continue to address these inequities and sustain our employees.

Our goal to improve outcomes for all students by improving instruction and programs will continue into the next LCAP, but we are reordering so it will be Goal #1. As we recover from the pandemic we must seek efficiencies in order to continue to address inequities, whilst retaining and developing our staff. Our actions will build systems and supports that maximize our impact on student outcomes, sustain our staff and center the wellness of our students.

We will specifically invest in our tiered approach to intervention and finding ways to make these systems more impactful and sustainable. We will continue to build upon the gains we have made in math and improving our implementation of Reading Apprenticeship.

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. 96.9% of parents have attended a parent conference or schoolwide event.
83% of parents participated in programs for unduplicated pupils and individuals with exceptional needs.	Met. 96.7% 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	Not Met Through March 12th 2020, ECHS has an ADA of 96.7%. ADA up to March 12, 2020 was short of target by 0.3%. Attendance data after school closure was not strong, as systems for capturing attendance effectively were difficult to implement.
ECHS will maintain high (90% or more) student attendance for grade-level outdoor education trips.	Not Met. Overall: N/A 9th: 83%

	<p>10th: 78%</p> <p>11th: 77%</p> <p>12th: Cancelled due to pandemic</p>															
<p>ECHS will maintain low levels (2% or lower) of students who are considered chronically absent.</p>	<p>Not Met Through March 12 2020, 5.9% of ECCHS students were chronically absent. This is up from 4.7% in 2018-19.</p>															
<p>ECCHS will maintain a dropout rate that is lower than comparison school designated in charter.</p>	<p>Met: 2018-19 0.8% (Leuzinger: 5.2%, Hawthorne: 5.2%, Lawndale: 5.2%) <i>Source: Dataquest 2018-19 Four-Year Adjusted Cohort Outcome report</i></p>															
<p>ECCHS will maintain “high status” or better according to the California Model Five-by-Five Placement Reports.</p>	<p>Met: Graduation rate for all students and all significant subgroups was “high” according to the 2019 CA 5X5 Graduation Rate Placement Report.</p>															
<p>ECCHS will maintain a “Low” or “Very Low” suspension rate according to the California Model Five-by-Five Placement Reports & Data in High School Graduation.</p>	<p>Met: 1 student (.2%) was suspended.</p>															
<p>ECCHS will maintain a low (less than 1%) expulsion rate.</p>	<p>Met: No students were expelled.</p>															
<p>ECCHS will maintain high levels of safety and school connectedness among parents and families.</p> <p>ECCHS will improve the level of safety and school connectedness among students by 2% each year.</p>	<p>Met: All indicators improved by an average of 3%, with the exception of the weekly progress reports indicator which remained at 100%.</p> <p>Parents/Guardians</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>agreed or strongly agreed that ECCHS is a safe place for their student</td> <td>99%</td> <td>85%</td> <td>94%</td> <td>98%</td> </tr> <tr> <td>100% of parents/guardians are</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>		2017	2018	2019	2020	agreed or strongly agreed that ECCHS is a safe place for their student	99%	85%	94%	98%	100% of parents/guardians are	100%	100%	100%	100%
	2017	2018	2019	2020												
agreed or strongly agreed that ECCHS is a safe place for their student	99%	85%	94%	98%												
100% of parents/guardians are	100%	100%	100%	100%												

provided weekly progress reports for their students				
95% of parents/guardians reported that ECHS has adults who really care about their students	97%	94%	95%	97%

Students

	2017	2018	2019	2020
% students who agree the school is safe	71%	63%	65%	69%
% students who agree they feel connected to ECHS	46%	54%	61%	62%

Actions / Services

Action 1

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

<p>ECCHS 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 Note: translations will also be provided for all families of English Learners in IEPs meetings for SWDs starting in 19-20</p>	<p>ECCHS 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 Note: translations will also be provided for all families of English Learners in IEPs meetings for SWDs starting in 19-20"</p>	<p>\$12,240 \$20,000 Document and In-Person Translation</p>	<p>\$6,387</p>
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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)</p>	<p>Quality outdoor education experiences, service learning and community work relies upon community partnerships. ECS and school-site leadership developed and sustained partnerships in order to increase engagement of unduplicated pupils, so they were able to access resources, experience, and expertise related to their educational/career plans. (State Priority 5A – local metric)</p>	<p>\$170,198 1. \$167,086 Grade Level Outdoor Ed Trips 2. \$26,523 Transportation for Field Trips 3. \$15,000 PT Teacher/Coach \$209,609</p>	<p>\$209,233</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The ECHS Equity and Diversity Committee 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. Historically, the EDC has noticed disparate outcomes for UDPs, especially SEDs and ELs. (State Priority 6C – required local metric)</p>	<p>The ECHS Equity and Diversity Committee 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. Historically, the EDC has noticed disparate outcomes for UDPs, especially SEDs and ELs. (State Priority 6C – required local metric)</p>	<p>\$1,500</p> <p>\$15,000</p>	<p>\$16,350</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> ● 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: ● 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 	<p>ECHS improved school climate and provided 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 supplement the educational program and increase student engagement and sense of connectedness.</p> <p>(State Priority 6C – local metric)</p> <p>Due to the COVID-19 pandemic, after school offerings were not available starting in mid-March</p>	<p style="text-align: center;">\$127,295</p> <ol style="list-style-type: none"> 1. \$22,275 Sports Program 2. \$15,000 Busses 3. \$32,540 Teaching Staff Cert. 4. \$57,480 Teaching Staff Class 	<p style="text-align: center;">\$59,755</p>
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opportunities			
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Analysis

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

All Actions were implemented as planned with the exception of spring after school activities, which were limited by the pandemic.

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

In the 2019-20 school year, ECHS made strides towards developing a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability. We met 70% of our Annual Measurable Outcomes, including 96.9% of parents attending a parent conference or schoolwide event and 96.7% of parents participating in programs for unduplicated pupils and 100% of parents participating in programs for individuals with exceptional needs. 98% of Parents also see ECHS as a safe place for their students, according to our annual climate survey. Climate indicators tracked on the California School Dashboard were very good, with ECHS maintaining a “Very Low” suspension rate according to the California Model Five-by-Five Placement Reports and “high status” for Graduation rate.

Student engagement indicators were not as strong as we wished them to be. We traditionally have a high daily attendance rate of 97% or better, but fell shy of this target this year. Chronic Absenteeism was also not as low as we targeted. Chronic Absenteeism was about 6% schoolwide. For unduplicated student groups, the rate was better than schoolwide, with no English Learners Chronically absent and slightly less than 6% of low income students. English learners also had better daily attendance (97.82%).

Students’ sense of safety and connectedness improved, with an increase of 4% of students reporting they feel safe at ECHS and an additional 1% reporting they feel connected, compared to last year, despite the dislocation caused by the pandemic.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1- Expenses for translation were significantly lower than planned. The number of students with exceptionalities who required translation did increase as anticipated, but the actual cost of the translation for IEPs was much lower than expected.

Action 3.4 - After School programming. 2019-20 was the first full school year that ECHS in-housed their afterschool program. Expenditures were much lower than planned, \$59,755 instead of the budgeted \$127,295. The pandemic curtailed our sports program, which accounts for lower spending on busses (9k instead of 15k) and salaries. The largest reduction in actuals compared to planned expenditures was in afterschool classified salaries (~50k under budget) and to a lesser extent, after school certificated salaries (~17k under budget), primarily because of the closure of campus in March 2020

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Progress was made towards developing a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability. In our 2020-23 LCAP we will continue with the same goal, and our actions will reflect our ongoing work to improve student engagement, and improve our attendance and chronic absenteeism data. To increase our students' sense of safety and connectedness, especially in the midst of a pandemic, will require attention to mental health needs for our students and robust interventions for students who require additional assistance. We will also need to ensure their education is meaningful and relevant to their lives, in order to re-engage students whose commitment to school might have been undermined by the long break from in person instruction. We will also need to support the safety and connectedness of staff, whose lives and work routines have been disrupted by the pandemic.

In order to continue to improve our school culture we will persist in examining how social and political forces, such as racism, have historically shaped and currently shape the lives of our students, their local community, and the interactions they experience on and off of campus. We will continue working to implement anti-racist practices and policies that combat anti-Blackness. Anti-racist teaching takes seriously the power and privilege we wield as educators and asks us to actively fight against racist policies and practices through what we teach and how we teach.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Convene Working Groups of administrators and teachers to spend the summer analyzing data, feedback and expert guidance to create new strategies and structures for Hybrid Learning, including Curriculum, Master Schedule, Assessment, Intervention, Grading, Social Emotional Learning, Family Engagement, Reopening, Health & Safety, Technology, and Attendance & Engagement Tracking	\$3,384	\$5,374.00	N
ECS Home Office and Site Engineer collaborate to develop and implement campus reopening protocols, including identifying and purchasing materials for increased disinfecting and social distancing, creating signage, and training all staff in new protocols.	\$60,885	\$48,293	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Working groups met over the summer to plan Hybrid Learning, including Curriculum, Master Schedule, Assessment, Intervention, Grading, Social Emotional Learning, and Family Engagement. As the work was during the summer holidays, 11-month employees were paid for their additional work time. We allocated \$3384 for this, but more teachers were eager to participate so the estimated actuals are closer to 5k.

Some employees participated by providing input on topics or reviewing drafts and others actively participated in creating drafts. Each team’s work was reviewed by all members of the group, including administrators from all three ECS campuses, ECS directors, ECS school psychologist and instructional coaches.

The Director of Growth & Sustainability collaborated with the ECHS site engineer to prepare sites to support COVID-19 risk mitigation including increased sanitizing, tools to facilitate social distancing, and upgrading ventilation and air filtration systems. The estimated actual expenses were lower than anticipated, but the facility is well-prepared for in person learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The primary challenge in implementing in-person instruction in the 2020-21 school year was the significant impact the pandemic had on our students and their families. Case rates in our students' communities were persistently higher than those in LA County. In February Adjusted 7-Day Average Case Rates in Lawndale was 288, compared to 61 in LA County.

Our reopening plan was developed considering input from ECS students, families and staff, guidance from state and local authorities, and feedback from public health experts. In September 2020, we met with infectious disease professor, Dr. Paul Pottinger, who reviewed our plans for bringing students on campus and who helped us understand the basic principles of infection control. From there, we designed a "face-to-face" system, which allowed us to slowly expand the number of students and staff on campus, pausing between each expansion to consider feedback from stakeholders, reflect, and collaboratively refine our practices. Throughout the year we reviewed research on SARS-CoV-2 and research on school reopenings. We also met virtually with administrators from independent and charters schools that had reopened in Fall 2020.

Face-to-face activities were sorted into levels, starting from the lowest risk and simplest kind of interaction, one student and one instructor. Each successive level is more complicated and leveling up requires a review of stakeholder feedback and a meeting to reflect on the feedback and refine the process. In the Fall we began with one-to-one legally mandated assessments that could not be performed remotely. We then expanded to small group assessments, administering PSAT and ELPAC. These activities were very successful. Surveys were provided to all stakeholders after each session and data indicated that staff, students and families had positive experiences and felt safety steps were well-implemented.

We planned to expand further to provide regularly scheduled small group Tier 3 instruction and support services following winter break, but the pandemic surged and the Health Department strongly recommended LA schools scale back in-person activities. A survey in early spring indicated that many staff members and families were concerned about the safety of in-person instruction. We actively pursued vaccination opportunities for staff, held Town Hall meetings to hear and respond to staff and family concerns. We also held a Town Hall on COVID-19 vaccinations, where a panel of medical professionals described their experiences with the vaccines and answered questions and we increased our communication to staff about the science supporting re-opening, the safety steps we have implemented and the efficacy of the vaccines on limiting transmission.

Hesitancy to trust guidance concerning a safe return to in-person instruction is understandable. We will continue to share information and progress towards reopening while respecting the perspectives and concerns of our stakeholders. As we travel the path towards a post-pandemic learning environment, our program will align to these design principles:

- Develop a community of care and healing
- Build systems for change
- Reflect & refine, honoring stakeholder voice

In April we expanded face-to-face opportunities to include Tier 3 intervention groups, with students receiving both instructional and mental health supports. Initial opportunities were offered to students with the most acute needs, including students who were not actively participating in Distance Learning and who hadn't shown sustained improvements after all implementing all possible remote interventions and performing home visits. Approximately, 25% of students who were invited back, actively participated. Most of the families did not feel comfortable sending students to campus. Communication efforts about the safety of the program are ongoing and we are also hopeful that as their students' peers begin to return to our site, case rates remain low and vaccination rates rise, the number of families willing to participate will increase.

Assuming that case rates continue to trend downward, our plan is to continue expanding opportunities for any willing families to send their students to campus for in-person activities. We will continue offering regularly scheduled intervention groups for Tier 3 students, expand these groups as more willingness increases and add advisory-based campus visits for all students in May & June. Campus visits will focus on student wellness, identifying acute needs that are not evident in remote learning, supporting students' transition back to in-person experiences and building a solid foundation for the fall. Our intent is to provide highly relevant and engaging activities to welcome students back. Ninth grade students will be prioritized as they have never been to campus and, in many cases, have never seen their classmates' faces. Seniors are the next group, as celebrating the culmination of their high school years should be in person. They will return for a "Senior Week", which includes wellness-focused advisory activities. They will also be provided with targeted in-person support such as, college financial aid and AP review). The Juniors' schedule is least flexible, as they will be participating in the most spring testing, however juniors and sophomores will also be offered grade-level, on-campus experiences focused on their wellness, identifying acute needs, and developmental social emotional needs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Research, Select and train staff on new platforms to support student tracking and engagement during distance learning and to provide teachers with	\$15,413	\$16,227	N

curriculum designed for remote learning and tools for adapting ECS curriculum to remote learning and assessing student learning.			
2. Purchase sufficient Chromebooks and hotspots to continue to assure every student is able to access Distance Learning. Provide students with noise canceling headphones.	\$22,257	\$67,922	N
3. Provide teachers with an extra monitor, newer laptops, and headphones as needed.	\$21,700	\$58,893	N
4. Low Income, students who are homeless, English Learner and students in foster care are disproportionately impacted by the learning loss & trauma resulting from pandemic and school closure. ECHS's Teaching Best Practices are designed to serve these students in a face-to-face learning environment. ECHS must adapt our Best Practices to a remote learning environment and align our systems for effective and equitable distance learning for these pupils. This includes continued research, reflection and professional development on best practices for these students in Distance Learning.	\$50,012	\$48,809	Y
5. Support teachers' capacity to deliver quality distance learning and students' access to Distance Learning through technical support	\$19,924	\$16,808	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Actions were implemented as planned. New software platforms to support distance learning were implemented and well-received by teachers. Expenses for software platforms were slightly higher than projected, but all the planned platforms (ActiveLearn, Screencastify, Nearpod) were implemented. Technical support was provided to teachers and also extended to students. Estimated actuals for technical support were about 2k lower than planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As an interdisciplinary, project-based, environmentally-focused school, distance learning is not obviously aligned with our values or best practices. However, when we realized a substantial part of 2020-21 could be spent in distance learning, we prioritized a collaborative exploration of how to create and implement distance learning best practices that were aligned with our mission and vision and met the needs of our stakeholders during a time of intense uncertainty and stress.

One of our three priorities for 2020-21 was to align systems for effective and equitable distance learning. Over the summer working groups developed ECS Distance Learning Best Practices along with new systems for intervention, technical support, and attendance and engagement tracking.

To ensure **continuity of instruction**, each content area identified the critical grade level content and organized it to fit into the school year. While this had been done previously, we recognized that our plans had to be leaner, as teaching online takes longer. The ECS Math Specialist and math department chairs created year-at-a-glance pacing guides over the summer and introduced them to math teachers during sum pd. Teachers used it to plan their courses, and it anchored a collaborative professional development structure that supported the department all year.

We have provided continuity of instruction by providing learning schedules that include both daily synchronous learning and asynchronous, self-paced learning. Our Distance Learning master schedule is similar to our schedule during normal operations; we offer the same courses that we offered when not in a Distance Learning mode, with the exception of a 9th grade and 10th grade elective, which have been removed based on feedback from families about 9th and 10th graders' challenge last spring managing their course load. Our master schedules follow guidelines suggested by the CDE for instructional minutes and conform to the program offerings described in our charters. ECHS' grading plans conform to the policies we follow during regular in-person learning with policies and systems in place to support students in need of special accommodations.

Our Reading Apprenticeship approach to literacy was another successful component of continuity of instruction. It provided a continuous thread between learning before school closure and after. During 20-21, RA became a part of our language, and it is seamlessly implemented across stakeholder groups, from board meetings to faculty meeting to classrooms to parent meetings. The implementation of a literacy approach across content areas was supported by modeling with RA strategies in professional development and staff meetings, observations of virtual classrooms and a feedback protocol. The math department made particular gains, deepening their implementation of RA in mathematics with a focus on metacognition.

Access to devices and connectivity is a prerequisite for a successful distance learning program. We purchased additional technology equipment to ensure all students have access. We provided Chromebooks and headphones for all students, and hotspots for students with limited Internet access. To provide a higher level of technical support, we hired an additional tech support specialist and we periodically sent a recurring tech issues survey to teachers that allowed them to identify chronic student technology and internet issues so that our tech support team could proactively resolve these challenges. We also assisted families in finding no-cost or low-cost Internet providers. To support teachers working at home, we provided a stipend for home Internet costs and offered headphones and second monitors.

Our move to Distance Learning had some impact on **Staff Roles and Responsibilities**. Since we are a small staff, there is a willingness to collaborate across roles. Our facilities staff worked to implement new safety strategies, helped with lunch distribution and took the advantage of our quiet campuses to complete construction, sustainability, garden and other projects. Administrators and Teachers continued with their traditional responsibilities during distance learning, but intervention became a more prominent part of every certificated person's workday. Teachers spent more time delivering Tiered interventions. Paraeducator and teaching assistants were still supporting student learning, but spending more time troubleshooting technical issues.

We developed new tools to better track attendance, participation and engagement in distance learning. **Pupil Participation and Progress** could be seen through the interface of Google Classroom & Schoologytics, which allowed our administrators to look and see how engaged students were-- did they log into classes, were they beginning and completing assignments. We were also able to track the assignments given and teachers could attest to their time values. Easy access to up to date student engagement and attendance facilitated quick communication with parents. Talking Points ensured that communication came in the families' preferred format-- text, email or phone call. These systems for monitoring participation and progress informed intervention.

Our tiered intervention system was a key part of **supporting pupils with unique needs**. During distance learning, grade level teams have played a major role in monitoring students' progress and challenges. ECHS created a multi-tiered system for supports for students, and teachers, staff, and administration have collaborated to ensure that students' needs are being met in the following categories:

- Attendance: Is the student attending class?
- Behavior: Are there concerns about how the student acts or their social-emotional well being?
- Coursework: Is the student unable to master standards because they are missing prerequisite skills or knowledge? Is the student not submitting work?
- Distance Learning: Is the student struggling to participate in DL because of technology or life circumstances?

Grade level teams surveyed students every other week during 20-21 distance learning using a google survey. The student responses were collected and shared in weekly grade level team meetings, which counselors and administrators also attend, in order to discuss trends, interventions, and individual student needs and next steps.

All English Learners were enrolled in a Senior Thesis writing support class. Because of the pandemic, the senior thesis was moved back to the English 12 classroom to ensure that students had equitable supports and mentorship during the writing process. The paper was also shortened to 5 pages in order to accommodate students and their responsibilities outside of school during the pandemic.

In 2020-2021 ECHS had one of its paraprofessionals lead a math intervention class after regular distance learning hours in order to support the students who were most struggling, as determined by a data analysis completed by the ECS math specialist. ECHS also retained an additional math teacher who was a long term sub for a math 1/calculus teacher; this allowed for extra student supports in the math 1 classroom.

We also used Edgenuity to provide support in Math and ELA classes when needed as an intervention. Edgenuity also provides credit recovery for students and is available for students with extenuating circumstances or who need a more flexible schedule.

To support the development of our ELD program and Special Education program, ECS created a new role, Director of Student Services. The Director of Student Services is helping coordinate ELD and Special Education programming across all ECS sites,

Our experience of distance learning in the spring of 2020 informed our **Distance Learning Professional Development**. Summer professional development became a testing ground for a new level of support. During professional development we model good synchronous and asynchronous distance learning instruction, sharing our new Best Practices for DL. This enabled us to set clear expectations and drove our PD each week and during professional development days. Teachers shared effective strategies, which we facilitated during “cross pollinations,” where teachers had formal opportunities to share effective distance learning techniques.

One surprising aspect of school closure and the move to remote work, was an increase in professional collaboration at both the grade and department level and through our coaching process. So many new challenges were faced that collegial relationships and sharing the load became ever more important.

A recurring frustration in 2020-21 was the reduced time available for adult learning because we faced so many logistical changes, such as new ways to take attendance, new and revised master schedules, new and updated software. Each new system or change consumed professional development time. There was less time for professional learning because of the frequent need to communicate new tools, systems, and expectations. However, we also celebrate that all the work that went into creating ECS’s distance learning program has created new skills, ways of working, and systems that will continue to benefit our students once we are fully reopened.

One opportunity for protected professional learning was time spent on confronting anti-Black racism. Throughout 2020-21, ECS collaborated with Dr. Kenjus Watson and his colleague Dr. Tiffani Marie, who co-led conversations with ECS leadership, including cabinet, the Board, and all staff on the history of anti-blackness and schooling and the implications it has on our current roles as educators and as schools. Additionally, teachers and staff led professional development sessions to deepen understandings of race, racism, and power and how they impact the school and students. Confronting Anti-Blackness created a space just for learning and reminded us to center student wellness as we navigated distance learning, school closure and the pandemic’s disproportionate impact on our school communities.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Provide enhanced tiered interventions for attendance/engagement, behavior/social-emotional, coursework/academics, and challenges specific to remote learning, pandemic, social unrest, and transitions between learning modes, especially for students who are low income, English learners or foster/homeless. Redesign master schedules and reallocate teacher time to provide additional access to intervention for these students. Develop and deliver professional development modules to train staff in the new system. Create flow charts and other tools to support new procedures.	\$190,422	\$188,654	Y
2. Provide additional learning opportunities to students during summer.	\$56,914	\$20,390	N
3. Use software to better understand how student groups are performing, drive instruction and evaluate efficacy of strategies implement during distance learning and hybrid programs to address learning loss for those groups	\$50,085	\$54,762	Y
4. Responding to families feedback regarding 9th and 10th graders' course-load, we are adjusting our College Readiness program, so College Prep teachers will act as case managers for the 9th and 10th grade level teams, providing additional Tier 1 and Tier 2 supports, including developing students' study & test-prep skills in a distance learning environment. The College Readiness program for 11th and 12th graders will continue to support students with the college application process, managing financial aid and developing the research and writing skills crucial for college completion. These additional services will be provided in order to level the playing field and enhance	\$312,911	\$285,353	Y

achievement and graduation/college success for low income students and English learners.			
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Implementation of planned activities was very similar to planned activities. Action 2-- Summer School was significantly less expensive than budgeted because the budgeted amount included our summer bridge program for incoming 9th graders, which was canceled because of the pandemic. Since the program was delivered remotely the separate expense for a summer school administrator was not incurred, so the estimated actual expense will be about 37K lower than budgeted. The estimated actual expense will be about 19K lower than budgeted.

Action 4. College Prep classes were slightly lower than budgeted because our college prep teachers were slightly lower on the salary scale than budgeted.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Reflecting on lessons learned in the spring of 2020, we moved from a primarily asynchronous distance learning model to a synchronous one. Looking at survey data from spring, helped us to realize that asynchronous, though more flexible for students who had new, at-home responsibilities due to closures of elementary school, was not engaging enough to keep students online and learning.

During the summer of 2020, we offered a different model of credit recovery, using Edgenuity instead of APEX. The program was staffed by two credentialed ECHS teachers. The Edgenuity platform is designed to be led by a credentialed teacher from Edgenuity, but we believed our students would do better if their teachers were people they knew personally. The schedule was designed to benefit from the personal relationships. In the morning the teacher met online with the students to launch an asynchronous module, then checked in with students in the middle of day and engaged them in an activity, before launching the next module. This way students felt accountable, could get support and were able to have their questions answered.

We increased writing supports for our senior thesis, especially for English learners. Despite the move to Distance Learning, in 2020-21 81% of our seniors passed their senior thesis by the second round of grading, an increase of 10 percentage points from 19-20 and 28 percentage points better than our second round passage rate in 2018-19. This spring we started to bring small groups of students with exceptionalities back to campus to receive in person supports.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The resources and systems ECS working groups developed during the summer improved the effectiveness and efficiency of our monitoring and support of mental health and social and emotional well-being. This year the ECHS student services team is providing support services for English learners, low income students, students in foster care and students experiencing homelessness, including social emotional programming, academic counseling, and restorative practices. They also are providing training and learning modules to teachers, so teachers can provide tier 1 social-emotional support, including identifying students in crisis, in their advisory classes. Tiered interventions for behavior, attendance and issues with distance learning were also provided. The challenge was meeting the scope of need, as the pandemic stressed our families and our staff.

Partnerships helped us provide additional resources.

ECS partnered with South Bay Families Connected to support our ability to meet the social-emotional needs of our students and families. In May and September 2021, a family therapist from South Bay Families Connected is providing ECS parents with free sessions on student wellness.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The pandemic and ensuing school closure created new challenges for our community whilst curtailing many traditional forms of communication. Informal conversations between stakeholders and leadership that might take place on campus could not occur. In addition the extraordinary circumstances created by the pandemic made it even more important to engage with students and families. In addition to moving our traditional engagement practices, such as parent meetings, the English Learner Advisory Committee, Board & Committee meetings, online, we expanded how we communicated. We redesigned our websites to include information on our distance learning program as well as resources for families related to the challenges of the pandemic. We standardized distance learning platforms, so students and families used the same software in all classes. We adjusted our intervention system to create separate pathways for mental health, attendance and distance learning challenges. Teachers, office staff and our tech support team provided tier one supports. Tier two and three support was provided by administrators and our counselor. One challenge we faced was finding enough resources to support the few students who completely disengaged. Our staff was stretched thin making repeated efforts to

contact students and families, attempting to schedule meetings and/or home visits. These efforts were time consuming and reduced staff availability for tier two.

School-wide engagement efforts were extensive. Successes included higher parent participation in parent meetings, perhaps because of the convenience of joining meetings virtually and/or because the challenges of the pandemic made school meetings more urgent. Chronic absenteeism increased to 8% as of April 2021, compared to 4% and 3.9% in prior years. English Learners' rate of chronic absenteeism decreased from 8.3% to 6.3%, but some students with exceptionalities struggled to remain engaged and their chronic absenteeism increased from 8.2% in 2019-20 to 14.6% as of spring 2021. Black students rate of chronic absenteeism remains slightly higher than school wide, at 10.9%

Attendance rates are lower than in a normal school year, averaging 96.1% with slightly lower attendance rates for English learners (95.8), students with exceptionalities (95.3) and Black students (95.4). Attendance was better for 9th and 10th grade, 96.5 and 97.5% respectively and lower in the upper grades, 11th grade averaging 94.2 and seniors only 92.9%.

In March 2020, a collective of teachers at Environmental Charter High School created the ECHS COVID-19 Relief Fund to provide a critical, immediate response to our students' families. As a result of their initiative and leadership and our collective community, the COVID-19 Relief Fund raised a total of \$21,000 in mutual aid which went directly to support 168 ECHS families (124 of which were unique). This effort led to an organization-wide effort to identify families with the greatest need and connect them to resources. In recent months, several ECS families have received support with utilities, car repairs, housing assistance and other critical bridge funding in amounts of \$500-\$1500.

Outreach for enrollment was more challenging this year, but we were able to compensate by holding online information sessions for prospective parents and by joining ApplyLA, a common application created to make it easier for families to navigate the enrollment processes of the LA's charter public schools.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The pandemic presented many challenges to providing school nutrition in 2020-21. We had begun offering grab and go school meals in the spring of 2020, but as the pandemic wore on we knew its economic impact was likely to increase our families' need for nutrition support. Our food service staff explored ways to increase participation, such as adding pickup days and times and curating the food menu options, and they found other ways to meet the communities' needs. In addition to serving school meals through the USDA Seamless Summer Option program, we distributed fresh produce grown in our school gardens. We also partnered with the non-profit, Change Reaction, to provide our highest-need families with critical bridge funding in amounts between \$500-\$1500. As a result of this

new partnership, we have been granted the establishment of an ECS Angel Fund which will provide consistent emergency funding support to our most impacted families. To date, ECS families have received more than \$55,000 in emergency aid funding.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health	ECHS counseling team will provide support services for English learners, low income students, students in foster care and students experiencing homelessness, including social emotional programming, academic counseling, and restorative practices. Team will monitor and respond to attendance concerns and ensure thorough implementation of new attendance and engagement procedures. Team will provide academic and graduation progress monitoring and college and financial aid counseling and guidance. Team will train teachers to identify signs of trauma and support	\$439,241	\$456,984	Y
Pupil & Family Engagement and Outreach	Expand our capacity to communicate with families in order to address new needs and be flexible and responsive during this fluid and novel time. Identify and implement new technology tools to facilitate communication in multiple languages. Add staff to support with translation. Consult with expert to improve our Equity and Diversity Committee as part of our effort to confront anti-Black racism.	\$107,487	\$67,487	N
School Nutrition	Provide food to students via grab and go.	\$107,079	\$107,079	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Our estimated actual expenditure for Pupil & Family Engagement and Outreach was lower than planned. The initial plan was to create a new position of Coordinator for Black/African American Students, which we did not do in 2020-21. Instead, we participated in an ECS-wide effort to confront anti-Black racism, including consulting with experts. We engaged in a deeper analysis of the history of anti-Black racism and how it operates in education, partnering with Drs. Kenjus Watson and Tiffany Marie for a year-long collaboration, including monthly workshops held with both ECS administrators and with all staff across the organization. Additionally, teachers and staff led professional development sessions to deepen understandings of race, racism, and power and how they impact the school and students, including an Anti-Racist Teaching Panel featuring ECS Educators and a session on Colorism & Everyday Racism.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One key lesson from 2020-21 was the benefit of collaborative planning with the input of stakeholders. When we realized the pandemic would continue into the 2020-21 school year, we created working groups composed of teachers, administrators and staff from across ECS who collaboratively designed systems and resources for distance learning. These groups each tackled a different key component for ensuring learning continuity, attendance and safety in the fall, including redesigning intervention, creating ECS distance learning instructional best practices, reworking master schedules and expanding our resources for mental health support. The systems, tools and resources created were key to our successes in 2020-21. This summer we will be convening similar groups to tackle the challenges of transitioning back to in-person learning in 2021-22. These groups will analyze data, seek additional stakeholder feedback, and research best practices in order to refine our plans for safe in-person instruction, tiered supports for academics and social emotional needs, and master schedules (to facilitate different levels of safety practices), ensuring each is effective and sustainable.

As we increase the number of students who are in-person this spring, we are learning that our community members' comfort with returning to campus varies and that changes to schedules and routines are time intensive, requiring careful planning, piloting, feedback gathering, refinement, retraining, communication of changes and then expansion. Goals and actions for the next LCAP reflect the need for systems to support these processes.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

During the 2021-24 LCAP years we will assess student needs using multiple measures. While the pandemic disrupted the academic growth of some students, some students did remarkably well considering the upheaval. For the next few years, we will be focused on supporting students' transition back to in person learning and helping them recover emotionally, in order to facilitate their academic and personal growth.

Their academic learning will be measured using teacher made assessments, including interdisciplinary assessments, and standardized assessments, including Interim Assessment Blocks (IABs), NWEA MAP, PSAT, SAT/ACT and CAASPP. Additionally, in the spring, each grade level will participate in an authentic math assessment. We will also consider progress on IEP goals for students with exceptionalities and ELPAC for English Learners. For student engagement, we will look at attendance, surveys, discipline and stakeholder feedback.

Recognizing that trauma and related mental health challenges may impair students' access to learning, we will provide additional supports for mental health, developing our advisory program as it reaches all students and involves all teachers and adding expertise by creating a new social worker position.

We will further develop and enhance tiered interventions for attendance/engagement, behavior/social-emotional, coursework/academics, and challenges specific to remote learning, pandemic, social unrest, and transitions between learning modes, especially for students who are low-income, have exceptionalities, are foster/homeless or are learning English as an additional language. We will continue to implement our English and math initiatives. Elective classes, clubs and after school programming will re-engage students who have disengaged and provide enrichment and academic support. We will also continue to provide professional development to develop our teachers' capacity to implement ECS teaching Best Practices, including professional development in supporting English learners and students with exceptionalities and we will continue our efforts to confront anti-Blackness and racism, looking for ways our practices or systems contribute to inequities for our students and families.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actual actions or services implemented to meet the increased or improved services requirement were the same with one minor difference; our action around College Prep was slightly less expensive than budgeted (\$285,353 vs. \$312,911) because teachers had less experience and their placement on our salary scale was less expensive than budgeted.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The impact of the pandemic and the Black Lives Matter movement has helped us recenter our attention on the whole child and re-energize our mission to reimagine education in communities of color. Despite the turmoil of the past few years, we continue to work to implement our vision and best practices. The pandemic forced us to find alternatives to in-person stakeholder engagement and we have seen an increase in our parents' participation as our efforts became digital and we provided our families with tools to access the Internet.

Our 2021-24 LCAP reflects our dedication to increasing equity and empowering our students to improve their community and world. It also reflects an increased focus on sustainable systems and on wellness, as we recognize how draining the past two years have been for students, staff and families

The past two years have taught us that:

- Collaboration across stakeholders is key when conditions are unfamiliar, challenging and changeable
- New skills and strategies we learned during distance learning can help improve student outcomes moving forward
- Well-coordinated systems increase the effectiveness and sustainability of our actions
- Our return to campus needs to ensure student wellness and provide support to students who became disengaged during distance learning or who have lost ground academically.

This informs the goals and actions in our 23-24 LCAP.

Goal 1 Improve Student Outcomes, includes actions to

- Continue to implement and evaluate our teaching best practices
- Continue to implement our math and literacy initiatives
- Improve our multi-tiered systems of support
- Collaborate across the organization to improve our ELD and Special Education programs
- Provide professional development to develop our teachers' ability to support English language learners and students with exceptionalities

- Provide college/career readiness programming

Goal 2 Improve Climate & Engagement includes actions to:

- Offer outdoor education, service learning and community service and action in collaboration with community partners
- Continue confronting anti-Blackness & racism, reimagining advisory to provide a place where every student is seen as blessing
- Leverage new parent engagement strategies, like online Town halls, to increase parents' sense of connectedness to our school

Goal 3 Develop Excellent Operations & Facilities includes actions to:

- Continue to improve upon our school's operations and facilities so they are
 - mission-aligned,
 - meet the needs of our educational program, and
 - facilitate the achievement of student learning outcomes.

Actions focused on improving multi-tiered systems of support, improving systems for ELD and Special Education, improving advisory, expanding resources for social-emotional needs and continuing to deepen and expand our implementation of Reading Apprenticeship, metacognitive practices and our math curriculum all reflect the intention to improve outcomes by identifying practices that are effective and sustainable.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

General Information

A description of the LEA, its schools, and its students.

Environmental Charter High School is a public charter school serving students from Lawndale, Gardena, Hawthorne, Inglewood and neighboring communities. As part of the non-profit Environmental Charter Schools (ECS), our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

ECHS is small, with an enrollment of just over 500 students, and most of our students qualify for free or reduced lunch. In 2020-21 80% of our student body was low income, 7% were English learners and 10% were students with exceptionalities.

We are authorized by the Lawndale Elementary School District.

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 students are resilient, prepared for college, motivated to continue their learning, and they desire to positively contribute to their community.

ECS Best Practices

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 expected to apply and be accepted 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

numerous colleges including USC, UCLA, Pitzer, Dartmouth, and Vassar, and are provided with SAT prep. In a typical year, 97% of graduates received admission to a four-year higher education institution.

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.

Outdoor Education

ECS' outdoor education programming consists 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. Prior to coming to ECS, many of our students 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

As we reflect on our progress during the global pandemic we must celebrate:

- the remarkable and swift transition we made to Distance Learning in the spring of 2019
- the collaborative and creative work of teachers, administrators and staff to create an effective, mission-aligned Distance Learning program
- the implementation of many new systems, programs and tools in the fall of 2020-21
- the gains in learning our students made despite the many challenges they faced
- the resilience of our families, students and staff to persevere through more than a year of new, unprecedented, and often tragic events

Recognizing that the pandemic necessitated continued Distance Learning into 2020-2021 (and possibly beyond), we determined that one way to maintain learning continuity and maintain our students' engagement was to improve our Distance Learning program, intentionally aligning it with our teaching Best Practices. Our Instructional working group considered students' family contexts, including home language, access to resources, and presence of other responsibilities such as caretaking, and used the stakeholder input described above to design our distance learning master schedule, create our new distance learning best practices, structure a distance learning intervention plan, streamline our assessment plan, identify new curricular resources, and adopt new technology platforms across the organization (e.g., Talking Points, Actively Learn).

Operationally, we were able to provide students with technology, access to the Internet, nutrition, school supplies and, through the efforts of a collective of ECHS teachers, created the ECHS COVID-19 Relief Fund to provide a critical, immediate response to our students' families. The COVID-19 Relief Fund raised a total of \$21,000 in mutual aid which went directly to support 168 ECHS families (124 of which were unique). This effort has expanded across ECS and we are now working with a partner to provide support with utilities, car repairs, housing assistance and other critical bridge funding in amounts of \$500-\$1500 to our most impacted families.

Our team has identified literacy across disciplines as a key lever to closing the achievement gap, a gap which is likely exacerbated due to COVID-19 learning disruptions. Disciplinary literacy increases students' access to knowledge and accelerates learning. In 2020-21 we continued implementing Reading Apprenticeship, with a focus on metacognition and math. The Reading Apprenticeship pedagogy shifts the cognitive load to students, increasing rigor and students' capacity to drive their own learning, a key skill during Distance Learning. We now see Reading Apprenticeship strategies implemented across the organization, including at all grade levels, staff meetings and board meetings.

In math we maintained 100% consistent implementation of the Open Up curriculum in Math 1 (grade 9) and Math 2 (grade 10). The bulk of ECHS Dept PD was designed to support our ECS Math Vision: "Increase students' ability to solve never before seen problems" by way of increasing "High Impact Metacognitive Routines". High Impact Routines were named and shared. The alignment of our Math 1 classes was strengthened this year, by way of co-planning and collaboration. This supports overall student success in subsequent courses.

Two other math successes from this past year were our CZI Design Team building and sharing our student-facing Metacognitive Math Tools, and the implementation of the Authentic Math Assessment, which assesses 9th grade students on narrowly grade-level focused standards and on their math identity. This gave us comparative data from 19-20 to 20-21.

We also have seen progress on our senior thesis project, with an increase in first round passage rates and total percentage passing by the end of round two over the past three years.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the pandemic, the most recent Dashboard data is from 2018-19. That data indicated suspensions were an area of need, with a "yellow" school wide and "orange" for English learners and Black students. Suspension rates in 2019-20 fell to 0.2% and there were zero during distance learning in 2020-21. We cannot know exactly how returning to campus will impact student behavior, but we see a need to ensure there are plenty of supports for that transition.

Although CAASPP proficiency in math increased from 33% in 2017-2018 to 37% in 2018-2019 overall, we still see a discrepancy in the proficiency rates of Black/African American students, Students with Exceptionalities, and English Language Learners compared to the overall student group. We also see lower graduation rates for English learners and Students with Exceptionalities.

Our LCAP actions will prioritize these students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our plan is to continue improving and refining the implementation of our educational program and our teaching best practices. Over the past few years, we have seen improvements in student outcomes when we identify and focus on key levers, such as literacy instruction (Reading Apprenticeship).

In 2018-19 more low income students met the standard in CAASPP ELA and Math, an increase of more than 8 points in ELA and more than 6 points in Math. We will continue implementing Reading Apprenticeship and continue improving the implementation of our best practices.

Our plan includes improving our tiered systems for support to make them more effective and more sustainable. We are also adding additional resources, including a social worker. We will continue to collaborate with other ECS schools to make our systems more efficient.

We are proud of our work to address inequities for our students. Over the past few years, our Equity and Diversity Committee, a board committee composed of parents, teachers, administrators and board members, has examined our school data, specifically data indicating inequity. As protests and uprisings emerged last spring, our committee's feedback was augmented by feedback from teachers, families and students, crystallizing the priority to confront anti-Blackness and racism in our organization and our world. As communities of color are disproportionately impacted by the pandemic, improving our capacity to address anti-Blackness and racism and to equip our students to do likewise, is key in mitigating the losses our students are experiencing due to COVID-19. Our plan includes continued efforts to confront anti-Blackness and racism.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In a normal year ECHS holds a variety of meetings to provide opportunities for stakeholders to review/discuss upcoming school decisions, provide suggestions, and debrief processes in order to refine them in the future. Key stakeholders participate in ECHS' recurring meetings by providing input, making recommendations, evaluating past decisions/processes, identifying critical priorities, presenting/reviewing research, providing feedback to school/teacher leaders, considering options for resource allocation, reflecting on program implementation, or holding colleagues accountable to common goals.

In this exceptionally challenging year, we have made extensive efforts to involve stakeholders in our decision making process. We have also created multiple surveys that specifically address the needs of our stakeholder during this difficult time.

Collaboration with staff was more extensive than in a typical year, as well. Over the summer, working groups consisting of administrators and teachers reviewed survey and student outcome data and researched hybrid and distance learning best practices to develop a vision and supporting systems for our distance learning program. These groups also developed plans for reopening campuses, master schedules, safety practices, family engagement, and more. This May and June, similar working groups will review data and further prepare for our return to campus in the fall.

Opportunities for LCAP engagement included:

Coffee with the principal: In these meetings, parents have a free-flowing conversation with administration regarding site issues, curriculum, school culture, or other issues that are on parents' minds.

Parent Town Halls: Held every month in both the morning and the afternoon, we used virtual town halls to communicate changes and to get feedback about our decisions. Town halls had much higher attendance than our traditional in-person meetings, with as many as 140 parents at each session. We hope to continue to provide online town halls for families who find it difficult to come to in person meetings.

English Learners: We held a virtual town hall for just families of EIs on September 17th. ELAC meetings were held October 15 and December 10, 2020, and March 11 and May 13, 2021

Surveys: This year, we created a range of surveys to ensure we could address the more specific and time sensitive needs of our families during the pandemic. These surveys were administered in September, November and April. In addition, when we began bringing students back to campus for in-person learning, participating staff, parents and students received weekly surveys to provide feedback on safety and in-person activities.

Black Parent Groups: Every month this year we held a Black Parent group meeting where we engaged parents from our site and sometimes across the organization in conversations about our school program and what we can do to strengthen our supports for black students and families.

Confronting Anti-Blackness & Racism: As part of confronting anti-blackness and racism, we engaged teachers, staff and families in a series of workshops, including professional development with Dr. Kenjus Watson and Dr. Tiffani Marie. Race-based affinity groups were led by outside facilitators, who shared the feedback they received with leadership.

Talking Points: This year we utilized a new system called Talking Points to facilitate communication between site and families. Talking Points automatically translates communications into Spanish for our Spanish speaking families.

Twice-yearly Parent Teacher Conferences: As in prior years, this year we hosted 2 Parent Teacher Conferences

Regular weekly staff and faculty meetings: In addition to data analysis and professional development our staff and faculty meetings include short surveys to capture stakeholder feedback throughout the year.

Meeting with Instructional Leaders: our teacher leaders provide feedback and help us identify priorities, areas of need, and action plans during several meetings including, weekly Instructional Leadership Team meetings, Principal + Instructional Coaches Meeting and weekly Grade Level and Department Meetings.

Principal's Advisory Committee: Each spring, teachers examine practices and programs with an eye toward refining curriculum, instruction, school governance, and other important issues, including calendar. Teachers discuss the emphasis of resources based on data and suggest solutions.

ECS Board and Board committees meet alternating months and are all open to the public. Because of the pandemic, these meetings were virtual this year; following guidance to comply with the Brown Act.

Feedback stakeholder is considered when ECS identifies its annual organization-wide priorities and in the development of the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Survey feedback from students indicated elevated levels of stress, with 32% of students reporting they were frequently stressed and 29% reporting they were almost always stressed. Boredom levels during distance learning improved from spring 2020 to the 2020-21 school year, but were still high, with 61% of students responding they were frequently or almost always bored in the past week. 59.8% of students identified lack of motivation as the biggest obstacle to completing schoolwork.

Overwhelmingly, feedback from parents has been positive despite the challenges of the pandemic. Parents have expressed high levels of concern about COVID safety, with 45% thinking it was unsafe to have in-person school in the fall of 2020. Many reported communication with school as a strength and appreciated support with technology.

More than half of teachers surveyed reported distance learning negatively impacting their stress and anxiety. Three-quarters of teachers thought they had been provided opportunities to deepen their knowledge and practice regarding ECS' Best Practices for Distance Learning and 96% agreed or strongly agreed that ECHS had provided opportunities to deepen their knowledge and practice regarding Teaching for Black Lives. 19% felt extremely support and 48% felt quite supported by ECHS.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The feedback described above was collected as we pursued our organization-wide priorities for the 2020-21 school year:

- To Confront Anti Blackness and Racism
- Align systems for effective and equitable distance learning and student wellness
- Strengthening Supports for Families and Staff with a focus on wellness and engagement

The feedback received during our efforts to Confront Anti-Blackness and Racism influenced the centering of student wellness in our LCAP through reimagining our advisory program, improving multi-tiered systems of support, and professional development to ensure we meet the

needs of student groups whose outcomes indicate equity gaps. Improving programs for English learners and students with exceptionalities will ensure that every child on our campus is seen, respected and celebrated for the gifts they bring.

Feedback from teachers, staff, students and parents reflected the toll the global pandemic has taken on students and informs LCAP actions to not only support students' mental health, but to rekindle their natural curiosity and desire to learn through actions including improving teacher facility with best practices, outdoor education, and our math and literature initiatives.

Goals and Actions

Goal

Goal #	Description
1	Improved Student Outcomes. We will improve outcomes for all students by improving instruction and programs.

An explanation of why the LEA has developed this goal.

Our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. To achieve this, we must implement our teaching best practices and improve the effectiveness and efficiency of our programs. We have seen targeted improvement initiatives, like our Reading Apprenticeship priority and our math initiative, improve student outcomes. We will build upon that progress and improve our interventions for students who need additional support.

We will develop enhanced tiered interventions for attendance/engagement, behavior/social-emotional, and coursework/academics, that will address challenges specific to remote learning, the pandemic, social unrest, and transitions between learning modes. We intend these interventions to especially support students who are low income, have exceptionalities, are foster/homeless or are learning English as an additional language

The pandemic has impacted on student learning. In 2020-21 ELA average GPA declined each month to 2.6 in April, compared to an end of year average of 3.0 and 3.1 in non-pandemic years. In math the average GPA was 2.8 in April, more similar to the non-pandemic GPAs, but course passage is about 10% lower than it was last year and the year before. Improving our systems and resources for addressing students who need intervention will help us identify and address the impacts of the pandemic.

We know that student learning is tied to student well-being, so improving student academic outcomes will be tied to improving school climate and student engagement (Goal 2).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>CAASPP English Language Arts</u> Percentage of students meeting standard	2019 % Meeting: 71.3% DFS: +50				% Meeting: 70% DFS: +59

Average Distance from Meeting Standard (DFS)					
<u>CAASPP Math</u>					
Percentage of students meeting standard	<u>2019</u> % Proficient: 36.4%				% Proficient: 38%
Average Distance from Meeting Standard (DFS)	DFS: -35.1				DFS: -26.1
Percentage of English Learners who make progress on ELPAC	<u>2018-2019</u> 64.7%				67%
Percentage of students reclassified out of those who started the year as an English Learner	<u>2019-2020</u> 28.6%*				20%
Percentage of students who meet standard on state science test	<u>2018-2019</u> 13.9%				20%
The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (a-g)	2019-2020 96.6%				97%

Percentage of pupils who have completed CTE pathways	0%				0%
Percentage of pupils who have completed both a-g and CTE pathways	0%				0%
Percentage of pupils who pass AP exams with score of 3+	<u>2019-2020</u> 65.7%				66.4%
Pupils prepared for college by the EAP - ELA	<u>2019</u> 32%				32%
Pupils prepared for college by the EAP - Math	<u>2019</u> 15%				18%
Senior Thesis Percentage of seniors who pass senior thesis by the second round of scoring.	<u>June 20</u> TBD				60%

Actions

Action #	Title	Description	Total Funds	Contributing
1.a	ECS Certified	ECS personnel will provide support with analyzing and visualizing data, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning.	\$289,977	N

1.b	Multi-Tiered Sys of Support/TDS	<p>ECS will improve systems for supporting equity in student learning. As we return to the new normal of in-person learning, we will consider how our instructional best practices evolved during the global pandemic, through distance learning, and amid a collective social awakening. We will articulate and implement an inclusive multi-tiered system of support that ensures that all ECS students become conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.</p> <p>We will articulate the highest leverage instructional best practices for students who are low-income, English learners and/or foster youth and, through our Teacher Development System, we will prepare our new teachers and provide student-centered coaching and professional development.</p> <p>In year one, we will:</p> <ul style="list-style-type: none"> Determine which standards need to be prioritized to address the impact of the pandemic on student learning Determine the role of teacher-created versus adopted curricula and assessments Audit our existing intervention systems Articulate high leverage instructional best practices to serve as the bedrock for each of the three tiers of academic supports Train and support teachers through a variety of professional development modalities Monitor implementation of tiered supports Develop organization-wide tools to make MTSS efficient and sustainable in Identifying students and providing appropriate interventions Draft a 3 year vision for improving MTSS at ECS Observe and gather data to evaluate efficacy of practices and to ensure implementation with fidelity <p>In years two and three we will continue to implement our teacher development system and integrate the systems and practices identified in year one to ensure our MTSS is coordinated, data-based, sustainable and supports equitable outcomes for students.</p>	\$555,894	Y
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1.d	English Language Development Program (ELD)	Collaborate with other ECS sites to create shared systems of compliance and accountability. Assign a full-time paraeducator to support 9th grade English learners	\$172,551	N
1.e	ELD PD	Improve delivery of ELD services through targeted professional development for general education teachers on serving English Learners at our site	\$34,862	Y
1.f	Special Ed Program	Collaborate with other ECS sites to create shared systems of compliance and accountability. ECS will also be adding 1 full time educational specialist, who will spend time on each campus to become familiar with students and programs, so they are prepared to step in to provide additional support or seamless substitution when an education specialist is absent.	\$610,810	N
1.g	Special Ed PD	Improve delivery of special education services through participation in the CDE's Special Education Monitoring Processes (including Targeted Review and Intensive Monitoring activities), program/Technical support by the Program Specialist and/or other SELPA team members, and participation in the SELPA's Professional Learning Offerings	\$11,324	N
1.h	Literacy & Math Initiatives	Continue implementation of WestEd's Reading Apprenticeship across content areas with a focus on metacognition, text selection and classroom conditions. Continue implementation of adopted CCSS-aligned mathematics curricula.	\$168,069	Y
1.j	College/Career Readiness	We will continue to provide our College/Career Readiness program, which helps low income students and English learners develop the skills needed to succeed in work and college. We will also review and refine this program, as informed by our 2020-21 workshops on Confronting Anti-Blackness & Racism. Based on this work, we intend to embed the development of each student's individual sense of purpose into advisory, counseling and College Prep/readiness classes.	\$360,507	Y

Goal

Goal #	Description
2	Climate & Engagement: We will develop a caring school culture that supports student wellness, is responsive to stakeholder feedback, and ensures organizational sustainability

An explanation of why the LEA has developed this goal.

The impact of the pandemic and the Black Lives Matter movement has helped us recenter our attention on the whole child and re-energized our mission to reimagine education in communities of color. Uncertainty and change is likely to persist. We do not know the proportion of students who will remain in distance learning next fall or how long the transition back to a fully in-person educational program will take. We do know that our school community has persisted, creatively, collaboratively and resourcefully working towards fulfilling our mission.

The past two years have made the inequities our students face ever more clear. Their neighborhoods have borne the economic and health brunt of the pandemic.

Our actions below reflect our ongoing work to improve student engagement, anticipating possible challenges with attendance and chronic absenteeism after over a year of distance learning. To increase our students’ sense of safety and connectedness, especially in the midst of a pandemic, will require attention to mental health needs for our students and robust interventions for students who require additional assistance. Through partnerships and service-learning, we will ensure their learning is meaningful and relevant to their lives in order to re-engage students whose commitment to school might have been undermined by the long break from in-person instruction. We will leverage the new tools for engaging families developed during the pandemic to build upon our partnership with families and we will support the safety and connectedness of staff, whose lives and work routines have been disrupted by the pandemic.

In order to continue to improve our school culture we will need to persist in examining how social and political forces, such as racism, have historically and currently shaped the lives of our students, their local communities, and the interactions they experience on and off of campus. Improving school climate means committing to the implementation of anti-racist practices and policies that combat anti-Blackness. Anti-racist teaching takes seriously the power and privilege we wield as educators, and asks us to actively fight against racist policies and practices through what we teach and how we teach.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	<u>2020-2021*</u> 95.3% Per the LCAP instructions, we are presenting the most				97%

	<p>recent data. We are basing our targets on pre-pandemic data that may turn out to be more relevant for a baseline.</p> <p>*rate as of 4/20/21</p>				
<p>Chronic Absenteeism</p> <p>School-wide</p> <p>English Learners</p> <p>Students w/ Exceptionalities</p>	<p><u>2020-2121*</u></p> <p>10.9%</p> <p>EL 17.5%</p> <p>SWE 18.5%</p> <p>Wht 11.1%</p> <p>Per the LCAP instructions, we are presenting the most recent data. We are basing our targets on pre-pandemic data that may turn out to be more relevant for a baseline.</p> <p>*rate as of 4/20/21</p>				<p>All 4%</p> <p>EL 4.5%</p> <p>SWE 5%</p> <p>Wht 8.5%</p>
Drop Out Rates	<p><u>2018-19</u></p> <p>0.8%</p>				0%
High School Graduation Rates	<p><u>2019-2020</u></p> <p>96%</p> <p>ELs: 92.9%</p> <p>SWE: group too small to report</p> <p><u>2018-2019</u></p> <p>100%</p>				<p>>=95%</p> <p>EL 95.9%</p> <p>SWE >=95%</p>
Suspension Rates	<p><u>2018-2019</u></p> <p>2.6%</p> <p>EL: 7.5%</p> <p>SWE: 4.3%</p> <p>B/AfA: 8.8%</p>				<p>1.7%</p> <p>EL 6%</p> <p>SWE 2.7%</p> <p>B/AfA 7.3%</p>

	*No suspensions in 20-21. Basing targets on in-person data from 18-19.				
Expulsion Rates	<u>2020-2021</u> 0%* *rate as of 4/20/21				0%
Parent input in decision-making % of parents who agree that the school allows, seeks, and welcomes their input.	<u>2019-2020</u> 92%				≥90%
Parent participation in programs for UDPs Percentage of parents who participated in programs for unduplicated pupils. Percentage of parents who participated in programs for individuals with exceptional needs.	<u>2019-2020</u> 96.7% participated in programs for unduplicated pupils. 100% participated in programs for individuals with exceptional needs.				≥90% ≥90%
Parent safety & connectedness Percentage of parents who agree or strongly agree that campus is a safe place for their child. Average percentage of parents who agree or strongly agree that school staff treat them with respect, take their concerns seriously, and are helpful to them.	<u>2019-2020</u> 98% <u>2018-2019</u> 95%				≥95% ≥95%
Student Safety & Connectedness	<u>2019-20</u>				

Percentage of students who agree or strongly agree that the school is safe on annual climate survey	69%				73%
Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey	62%				66%
Staff safety & connectedness Average level of agreement with staff working environment and collegiality questions on CSSS or similar survey	2019-2020: 90%				>=95%

Actions

Action #	Title	Description	Total Funds	Contributing
2.a	Partnerships/Outdoor Education	Quality outdoor education experiences, service learning and community service and action 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. Overnight field trips and day field trips will contribute to wellness and healing efforts as they will allow students to experience open space, wilderness, a sense of belonging in outdoor environments, and community building outside of school. Substantial evidence supports the value of outdoor education programs for promoting healthy adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, & Richards, 1997; Norton & Watt, 2013).	\$274,286	Y

2.b	CABR- MTSS (SEL)	<p>We will continue Confronting Anti-Black Racism, collaborating with partners on professional development, facilitating racial and ethnic affinity groups and seeking systemic ways to support the wellness of our Black students.</p> <p>Building upon our work with Dr. Kenjus Watson and Dr. Tiffani Marie, we will reimagine our advisory program to confront Anti-Blackness & Racism by providing training, systems and resources that support the tenet, "Every Child Is a Blessing". Our Best Practice of Small Learning Communities centers meaningful relationships with adults as critical for student learning. In advisory, these relationships act as a Tier 1 support for social emotional & academic needs. We will reimagine our advisory program to provide a place where every student belongs, can feel like a blessing and can engage in healing. Our teachers' expertise developing small learning communities and providing social emotional learning varies. Over the next two years we will identify resources and tools for advisory and develop the capacity of teachers to provide an advisory program that fulfills our vision. We will intentionally develop advisory to be a Tier 1 social emotional support as we refined MTSS. Tools and strategies from advisory can be incorporated in classes across content areas. Practicing building community in advisory will also increase teachers' capacity to implement Universal Design for Learning and Reading Apprenticeship in academic settings.</p> <p>We will improve Tier 3 social emotional support by creating a new position for a trained social worker, who can provide the Tier 3 interventions for student engagement that is currently provided by our counselors, enabling the counselors to spend more time supporting students in Tier 2.</p>	\$416,549	Y
2.c	Parent Engagement	Leverage new parent engagement strategies, like online Town halls, to expand parent involvement in decision-making and increase participation and sense of connection of parents of low-income students and English learners.	\$24,087	N
2.d	Student Engagement	We will develop programming, community partners, enrichment, and mentoring programs-- piloting these strategies with our highest needs students to improve attendance and decrease chronic absenteeism. Over the past few years Chronic Absenteeism has disproportionately impacted low-income students with exceptionalities and English learners.	\$24,100	N

		To improve student engagement we will engage with our community to develop a better understanding about how to strengthen our service learning program.		
2.e	After School Program	We will provide a robust afterschool program to supplement the educational program and increase student engagement and sense of connectedness. Regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems for low-come students.	\$141,884	Y

Goal

Goal #	Description
3	Excellent Operations & Facilities. We will ensure operations and facilities are mission-aligned, meet the needs of our educational program and facilitate the achievement of student learning outcomes. With the support of the ECS Home Office, we will establish operations that support the smooth and compliant functioning of our school.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully credentialed & appropriately assigned	<u>2020-2021</u> 3				0
Number of misassignments					
Instructional Materials: Percentage of students with access to standards-aligned instructional materials.	100%				100%
School Facilities in “Good Repair”: Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	<u>2020-2021</u> The facility received ratings of good on all inspected systems, and an overall rating of exemplary				The facility will receive ratings of good on all inspected systems and an overall rating of exemplary.

Course Access	<u>2020-21</u> All students have access to CCSS and CA ELD Standards-aligned curriculum and to the educational program as outlined in the charter petition.				All students will have access to CCSS and CA ELD Standards-aligned curriculum and to the educational program as outlined in the charter petition.
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Actions

Action #	Title	Description	Total Funds	Contributing
3.a	Employees for Ed. Program	School will employ certificated employees necessary to implement educational programs.	\$2,387,818	N
3.b	Employees for Operations	School will employ staff necessary for school operations and facilities to ensure student safety and support implementation of educational program	\$197,130	N
3.c	Insurance/Benefits	School will maintain required insurance and will offer competitive employee benefits packages.	\$1,330,918	N
3.d	Curriculum	School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational programs. Students will be provided with free and reduced lunch.	\$330,940	N
3.e	Professional Services	School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational programs. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	\$1,198,900	N
3.f	Capital Improvements	School site will make capital improvements as required to ensure student safety and support implementation of educational programs. Over the next three years we plan to continue collaborating with LESD to make improvements to facilities. Our proposed improvements include adding a shade structure, replacing older windows, ADA upgrades for paths of travel and restrooms, replacing modular classrooms, and repairing covered walkways.	\$10,000	N
3.g	CMO Classified	ECS personnel will provide the school with human resources, accounting, financial and facilities support to ensure smooth	\$399,259	N

		operations. ECS personnel will also support the school's implementation of standards and work to secure additional resources needed to implement educational programs.		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33%	\$1,652,900

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1

After assessing the needs, conditions and circumstances of our low income students and our English learners, we learned that the pandemic has resulted in a higher proportion of these students not passing their courses than in previous years. In order to address this condition of our low-income students and English learners, we will improve instruction via our teacher development system (Action 1.b) and our Literacy & Math Initiatives (Action 1.h), and increase the effectiveness and sustainability of academic interventions by increasing resources for and refining the functioning of our Multi-Tiered systems of support (Action 1.b).

Lower percentages of our English learners enter and complete college than other student groups, and our low income students have a lower rate of college completion than students statewide. In order to address these conditions, we will provide all students with our College/Career Readiness program and we will refine the program as informed by our 2020-21 workshops on Confronting Anti-Blackness & Racism (Action 1.j).

These actions are being provided on an LEA-wide basis and we expect/hope that all students whose grades have declined during the pandemic will benefit. However, because of the significant course passage rates of low-income students and ELs, and because the actions meet needs most associated with these students we expect that course passage, as well as other academic measures for our low-income students and English learners will increase significantly.

Goal 2

After assessing the needs, conditions and circumstances of our low income students and our English learners, we understand that the pandemic has resulted in lower attendance rates and higher rates of chronic absenteeism. This year our low-income students' attendance rates are 94.8% compared to 96.7% last year. Attendance rates for English learners fell from 97.8% in 2019-20 to 92.1% in 2020-21. In order to address this condition of our low-income students and English learners, we will provide outdoor education and service learning opportunities to our students (Action 2.a), reimagine advisory to confront anti-Blackness and racism and improve and increase MTSS social emotional supports (Action 2b). We will leverage new parent engagement strategies to expand parent involvement in decision making (2.c)

and pilot additional student engagement strategies for low-income students and English learners (Action 2.d). We will also provide a robust afterschool program to increase student engagement and sense of connectedness. (Action 2.e)

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 97% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students and English learners, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status and the needs most associated with the stresses of being an English learner we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of other student groups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Through the implementation of these actions and services made possible by the supplemental and concentration funds received and assigned to them, our unduplicated student groups will be given increased support and improved services in order to ensure their academic growth and success.

Services will be improved as we implement our refinement cycle:

- collecting, disaggregating and visualizing data to monitor equity
- sharing data and collaborating with stakeholders, including teachers, staff, families and colleagues from other ECS schools
- synthesizing and prioritizing
- implementing refinements and monitoring implementation metrics
- reflecting on the effectiveness of our actions and repeating the cycle

This cycle will be enacted as we implement our teacher development system (TDS), improve our MTSS, provide targeted professional development and program improvement for ELD and Special Education and implement our literacy and math initiatives. Feedback from families, staff and students will be part of every LCAP action to help us adjust our plans.

Services will be increased through the creation of new positions, including adding a full-time social worker, an additional part time education specialist, a new full-time instructional coach, a parent liaison and a coordinator for our Black/African American students.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,790,970	\$ 1,800,558	\$ 40,000	\$ 308,337	8,939,865	\$ 5,306,392	\$ 3,633,474

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.a	ECS Certificated	All	\$ -	\$ 289,977	\$ -	\$ -	\$ 289,977
1	1.b	Multi-Tier Sys of Support/TDS	All	\$ 497,042	\$ 23,058	\$ -	\$ 35,794	\$ 555,894
1	1.d	ELD Program	English Learners	\$ 40,884	\$ 40,884	\$ -	\$ 90,782	\$ 172,550
1	1.e	ELD PD	English Learners	\$ 34,862	\$ -	\$ -	\$ -	\$ 34,862
1	1.f	Special Ed Program	Students with Exceptionalities	\$ -	\$ 536,710	\$ -	\$ 74,100	\$ 610,810
1	1.g	Special Ed PD	Students with Exceptionalities	\$ -	\$ 11,324	\$ -	\$ -	\$ 11,324
1	1.h	Literacy & Math Initiatives	All	\$ 141,708	\$ 26,362	\$ -	\$ -	\$ 168,070
1	1.j	College/Career Readiness	All	\$ 360,507	\$ -	\$ -	\$ -	\$ 360,507
1	2.a	Partnerships/Outdoor Education	All	\$ 167,452	\$ 106,834	\$ -	\$ -	\$ 274,286
1	2.b	CABR- MTSS (SEL)	All	\$ 279,378	\$ 29,510	\$ -	\$ 107,661	\$ 416,549
1	2.c	Parent Engagement	All	\$ 2,487	\$ 21,600	\$ -	\$ -	\$ 24,087
2	2.d	Student Engagement	All	\$ -	\$ 24,100	\$ -	\$ -	\$ 24,100
2	2.e	Afterschool program	All	\$ 141,884	\$ -	\$ -	\$ -	\$ 141,884
2	3.a	Employees for Educational Program	All	\$ 2,387,818	\$ -	\$ -	\$ -	\$ 2,387,818
2	3.b	Employees for Operations	All	\$ 197,130	\$ -	\$ -	\$ -	\$ 197,130
2	3.c	Insurance/Benefits	All	\$ 1,330,918	\$ -	\$ -	\$ -	\$ 1,330,918
2	3.d	Curriculum	All	\$ -	\$ 290,940	\$ 40,000	\$ -	\$ 330,940
2	3.e	Professional Services	All	\$ 1,198,900	\$ -	\$ -	\$ -	\$ 1,198,900
3	3.f	Capital Improvements	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	3.g	Home Office Classified	All	\$ -	\$ 399,259	\$ -	\$ -	\$ 399,259

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,622,833	\$ 1,952,052
LEA-wide Total:	\$ 1,622,833	\$ 1,952,052
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.a	ECS Certificated	LEA-wide		All	\$ -	\$ 289,977
1	1.b	Multi-Tier Sys of Support/TDS	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 497,042	\$ 555,894
1	1.d	ELD Program	LEA-wide		All	\$ 40,884	\$ 172,550
1	1.e	ELD PD	LEA-wide	English Learners	All	\$ 34,862	\$ 34,862
1	1.f	Special Ed Program	LEA-wide		All	\$ -	\$ 610,810
1	1.g	Special Ed PD	LEA-wide		All	\$ -	\$ 11,324
1	1.h	Literacy & Math Initiatives	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 141,708	\$ 168,070
1	1.j	College/Career Readiness	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 360,507	\$ 360,507
1	2.a	Partnerships/Outdoor Education	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 167,452	\$ 274,286
1	2.b	CABR- MTSS (SEL)	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 279,378	\$ 416,549
1	2.c	Parent Engagement	LEA-wide		All	\$ 2,487	\$ 24,087
2	2.d	Student Engagement	LEA-wide		All	\$ -	\$ 24,100
2	2.e	Afterschool program	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 141,884	\$ 141,884
2	3.a	Employees for Educational Program	LEA-wide		All	\$ 2,387,818	\$ 2,387,818
2	3.b	Employees for Operations	LEA-wide		All	\$ 197,130	\$ 197,130
2	3.c	Insurance/Benefits	LEA-wide		All	\$ 1,330,918	\$ 1,330,918
2	3.d	Curriculum	LEA-wide		All	\$ -	\$ 330,940
2	3.e	Professional Services	LEA-wide		All	\$ 1,198,900	\$ 1,198,900
3	3.f	Capital Improvements	LEA-wide		All	\$ 10,000	\$ 10,000
3	3.g	Home Office Classified	LEA-wide		All	\$ -	\$ 399,259

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.