

# 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).

### Goal 1

**Ensure operations and facilities are mission-aligned, meet needs of educational program, and facilitate achievement of student learning outcomes**

State and/or Local Priorities addressed by this goal:

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

### Annual Measurable Outcomes

Expected

Actual

*Required State Metric: Teacher misassignments*

**Met.** One misassignment.

|  |  |
|--|--|
| <p>Fewer than 3 teachers will be misassigned</p>   |  |
| <p><i>Implementation of state board adopted academic content and performance standards for all students (CCSS, ELD, NextGen, et. al.)</i></p> <p>100% of students will have access to standards-aligned instruction materials as reported in yearly SARC.</p>  | <p><b>Met.</b> 100% of students have access to standards-aligned instructional materials.</p>  |
| <p><i>Implementation of state board adopted academic content and performance standards for all students (CCSS, ELD, NextGen, et. al.)</i></p> <p>100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.</p>                        | <p><b>Met.</b> All core teachers regularly teach and assess CCSS.</p>  |
| <p><i>How programs and services will enable ELs to access the CCSS and the ELD standards to learn content and become English fluent</i></p> <p>100% of all teachers regularly assess ELD standards.</p> <p>100% of teachers participate in professional development regarding ELD standards implementation</p> | <p><b>Not Met.</b> 95% of teachers regularly assess ELD standards</p> <p><b>Met.</b> All teachers participated in ELD standards implementation professional development.</p> |
| <p><i>The facility will be in good repair as rated on the School Accountability Report Card</i></p>  | <p><b>Met.</b> The facility received ratings of Good on all inspected systems, and an overall rating of Exemplary.</p>   |
| <p><i>Teacher work space will be sufficient or increasing to sufficiency.</i></p> <p>Two or more kid-free work stations will be available for teacher use.</p>   | <p><b>Met.</b> Three kid-free work stations are available at any time for teachers to use.</p>   |

*% of Students Participating in Educational Program*

100% of students have access to ECMS-G educational program as described in our charter petition.

**Met.** 100% of students have access to ECMS-G educational program.

**Actions / Services**

| <b>Action 1.1</b>   |   |                       |                               |
|---|---|-----------------------|-------------------------------|
| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures | Estimated Actual Expenditures |
| School will employ certificated employees necessary to implement educational program. | Certificated employees were employed to implement the educational program as written in the charter petition. | \$854,891             | \$764,208                     |

| <b>Action 1.2</b>  |   |                       |                               |
|--|---|-----------------------|-------------------------------|
| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures | Estimated Actual Expenditures |
| School will employ staff necessary for school operations and facilities to ensure student safety and support implementation of educational program | Classified employees were employed to ensure smooth operations, well-maintained facilities, student safety and implementation of the educational program. | \$298,952             | \$428,090                     |

| <b>Action 1.3</b>   |  |                          |                                  |
|---|--|--------------------------|----------------------------------|
| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
| School will maintain required insurance and will offer competitive employee benefits packages. To improve teacher retention employer benefit contributions will increase, based upon stakeholder feedback received during benefits audit. | 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 wider range of mental health resources and expanding benefits to include help defraying unplanned expenses for childcare when employees' children's schools closed. | \$590,541                | \$524,149                        |

| <b>Action 1.4</b>  |   |                          |                                  |
|--|---|--------------------------|----------------------------------|
| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>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. | Books, materials and supplies were purchased, including materials for sustainability projects, core literature for literature circles and food for student lunches. 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. | \$228,995                | \$250,337                        |

| <b>Action 1.5</b>   |  |                          |                                  |
|---|--|--------------------------|----------------------------------|
| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>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 the educational program. This included professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight. | \$1,038,305              | \$1,202,416                      |

| <b>Action 1.6</b>   |  |                          |                                  |
|---|--|--------------------------|----------------------------------|
| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
| No significant school site capital improvements are planned. However, school site is exploring obtaining additional nearby office space for future years. | School site made capital improvements to ensure student safety and support implementation of the educational program. ECMS-G completed the Proposition K project in 2019-20, including playground upgrades and improvements to the exterior of the building. The final Prop K expenditure was made in April 2020 | \$10,000                 | \$75,088                         |

| <b>Action 1.7</b> |        |          |                  |
|-------------------|--------|----------|------------------|
| Planned           | Actual | Budgeted | Estimated Actual |
|                   |        |          |                  |

| Actions/Services   | Actions/Services  | Expenditures | Expenditures |
|--|---|--------------|--------------|
| ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support school's implementation of standards implementation and work to secure additional resources needed to implement educational program. | The ECS Home Office provided site with support hiring and ensuring appropriate credentials, along with supporting accounting, facilities and reporting. ECS Development team supported ECMS-G teachers with grant proposals and fundraising, as well as pursuing grants for the school site and the organization. | \$184,058    | \$177,855    |

## Analysis

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

The actions planned to achieve goal 1 were implemented as described in the plan.

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

Actions and services were highly effective in ensuring facilities were mission-aligned, met the needs of our educational program, and facilitated 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 and all but one of our teachers regularly assessed Common Core Standards.

We began the year fully-staffed, but unfortunately still needed to make mid-year hires, in some cases due to employee family/medical leaves. We were able to transition smoothly to a new principal, as ECS had created a "principal in residence" position, which ensured a qualified, mission-aligned administrator who was familiar with our program was ready to join ECMS-G when we needed to fill the principal role midyear. The transitions may be responsible for us not meeting the objective for all teachers to regularly assess ELD standards

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures for Action 1.1 were lower than budgeted. In some cases because new hires were less experienced and thus less expensive and in other cases because teachers on FMLA were replaced with long term substitutes.

Estimated Actual Expenditures for Action 1.2 was higher than budgeted. Additional instructional aides were added, primarily to support the needs of students with exceptionalities. There was also a slight increase in costs for administrators, in part due to the transition to new leadership.

Estimated Actual Expenditures for Action 1.3 were lower than budgeted by \$66k. This difference was driven by lower benefits expenses resulting from lower actual expenditures for certificated employees described above in action 1.1.

Estimated Actual Expenditures for Action 1.5 were higher than budgeted. This additional cost stemmed from our transition to a new SELPA, which charged higher fees in the first year and to higher than budgeted substitute costs, as result of certificated employees being out of FMLA.

Estimated Actual Expenditures for Action 1.6 were higher than budgeted. Some expenditures from the prior year landed in 2019-20 and we were able to complete the playground upgrades that were funding through Prop K.

When the pandemic began in the spring of 2020, we transitioned quickly to a distance learning model. ECMS-G teachers and administrators participated in distance learning working groups in the summer to gather feedback from stakeholders, research best practices in distance learning and to build systems to support our students, especially our low-income students and English learners. Indeed, the pandemic disproportionately impacted the low-income communities of color we serve. Additional funds were spent on facilities, supplies and certificated and classified employees to ensure ECMS-G was ready for physically distanced, in-person learning. Food service continued through a “grab and go” model, and Chromebooks and hotspots were distributed to students who needed 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.

All but one objective 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. All but one of our teachers regularly assessed ELD standards. In the 2020-21 school year, 100% of teachers have regularly assessed ELD standards as of spring 21.

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.

# 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

Scores on standardized tests will improve, especially in areas targeted with additional resources.

For each cohort (all pupils), the Distance from 3 in English Language Arts will fall into the California School Dashboard’s “increase” or “significant increase” category. For each subject, these growth rates shall be maintained until the cohort reaches a “high” status on the CA Dashboard.

In cases where a statistically significant student group’s distance from 3 is two or more performance levels below the “all student” performance on the state’s five by five placement chart, ECMS-G will disaggregate the student group by cohort, in order to identify which cohorts within the student group are performing two levels below “all student” performance. In order to close the performance gap shown between that statistically significant student group and school wide performance, these cohorts’ targeted growth will increase to 150% of the minimum growth rate in the increasing category for each cohort identified as performing two levels below.

Actual

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

Students completed the Read-Literary-Text CAASPP Interim Assessment Block (IAB) in Feb 2020. Compared with their results on the 2019 CAASPP, the 6th and 8th graders maintained or grew their Distance from meeting the standard (DF3), while the 7th graders declined slightly.

|                      | 2019 CAASPP | Feb 2020 IAB | Growth |
|----------------------|-------------|--------------|--------|
| <b>Class of 2022</b> | -30.1       | -29.7        | +4     |
| <b>Class of 2021</b> | -35         | -36.3        | -1.3   |
| <b>Class of 2020</b> | -15.6       | -12.9        | +2.7   |

Distance from Proficiency per Subgroup



In cases where a statistically significant student group's distance from 3 is one performance level below the "all student" performance on the state's five by five placement chart, ECMS-G will disaggregate the student group by cohort, in order to identify which cohort/s within the student group is/are performing one level below "all student" performance. In order to close the performance gap shown between that statistically significant student group and school wide performance, these cohorts' targeted growth will increase to 125% of the minimum growth rate in the increasing category for each cohort identified as performing one below.

For each subject, these minimum growth rates shall be maintained until the cohort reaches the same performance level as all students.

If the distance from 3 for any student group reaches a "high" status on the CA Dashboard that status shall be maintained.

|                                  | 2019 CAASPP | Feb 2020 IAB |
|----------------------------------|-------------|--------------|
| <b>Overall</b>                   | -21.2       | -27.1        |
| <b>EL</b>                        | -74         | -53.1        |
| <b>SWD</b>                       | -108.5      | -87.1        |
| <b>SED</b>                       | -22.6       | -26.2        |
| <b>Hispanic or Latino</b>        | -23.2       | -24.8        |
| <b>Black or African American</b> | -17.5       | -42.7        |

During 19-20, students completed the NWEA MAP Reading assessment in Fall and Winter and demonstrated growth.

|                      | Fall 2019 | Winter 2019-2020 | Growth |
|----------------------|-----------|------------------|--------|
| <b>Class of 2022</b> | 201.6     | 205.1            | +4.5   |
| <b>Class of 2021</b> | 207.5     | 210              | +2.5   |
| <b>Class of 2020</b> | 209.7     | 211.8            | +2.1   |

### Math

Students completed Math IABs in Nov 2019 and demonstrated growth from their average Distance from Met on the 18-19 CAASPP Math assessment.

|                      | 2019 CAASPP | Nov 2019 | Growth |
|----------------------|-------------|----------|--------|
| <b>Class of 2022</b> | -45.1       | -68.7    | -23.6  |
| <b>Class of 2021</b> | -63.4       | -45.1    | +18.3  |

|                      |       |      |       |
|----------------------|-------|------|-------|
| <b>Class of 2020</b> | -64.2 | -5.1 | +59.1 |
|----------------------|-------|------|-------|

Distance from Proficiency per Subgroup

|                                  | <b>2019 CAASPP</b> | <b>Nov 2019</b> |
|----------------------------------|--------------------|-----------------|
| <b>Overall</b>                   | -73.9              | -38             |
| <b>EL</b>                        | -119               | -68.7           |
| <b>SWD</b>                       | -170.7             | -135.1          |
| <b>SED</b>                       | -75.5              | -32             |
| <b>Hispanic or Latino</b>        | -75.1              | -34             |
| <b>Black or African American</b> | -86.9              | -80.2           |

Students completed the NWEA MAP Math assessment and demonstrated growth from Fall to Winter.

|                      | <b>Fall 2019</b> | <b>Winter 2019-2020</b> | <b>Growth</b> |
|----------------------|------------------|-------------------------|---------------|
| <b>Class of 2022</b> | 205              | 209                     | +4            |
| <b>Class of 2021</b> | 211.4            | 213.4                   | +2            |
| <b>Class of 2020</b> | 215.9            | 217.6                   | +1.7          |

School will meet the new statewide criteria for performance, once they are established. - N/A

Not Applicable, API has been discontinued

English Learners will progress to reclassification.  
ECMS-G will use the California School Dashboard Report's English Learner Progress Indicator (ELPI)

The percentage of students scoring "Beginning" in ELPAC Reading Substrand will decrease by 5% from prior year.

The percentage of English learners reclassifying will increase by 1%

Students will progress in measures of college readiness and in other mission-aligned measures.

Interdisciplinary Benchmarks (IBMs)  
Each Cohort's score on Critical Thinking will improve annually as measured on Interdisciplinary Benchmark Individual Unit Exams. Our targeted increase in 2019-20 will be 4%.

**No ELPAC or Dashboard in 2020. 2019 Data provided below.**

% of students scoring "Beginning" in ELPAC Reading substrand

| 17-18 | 18-19 |
|-------|-------|
| 57.1% | 47.7% |

**Not met.**

Reclassification rates

|                      | 18-19      | 19-20      | Total       |
|----------------------|------------|------------|-------------|
| <b>Class of 2019</b> | 44% (8/18) |            | 52% (15/29) |
| <b>Class of 2020</b> | 12% (3/26) | 8% (2/25)  | 23% (9/40)  |
| <b>Class of 2021</b> | 17% (3/18) | 7% (1/14)  |             |
| <b>Class of 2022</b> | ---        | 24% (6/25) |             |

**Met.**

Average Critical Thinking score by cohort

|                                 | 17-18 | 18-19 | 19-20 |
|---------------------------------|-------|-------|-------|
| <b>Class of 2020</b>            | 2.73  | 2.03  | 2.34  |
| <b>Class of 2021</b>            |       | 1.55  | 2.54  |
| <b>Class of 2022 (baseline)</b> |       |       | 1.96  |

## Actions / Services

| <b>Action 2.1</b>   |   |                          |                                  |
|---|---|--------------------------|----------------------------------|
| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
| ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated) | ECS personnel provided data analysis and visualization, professional development for teachers and administrators, curriculum selection, program evaluation, and strategic planning. | \$103,318                | \$94,340                         |

| <b>Action 2.2</b>           |                            |                          |                                  |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |

|   |   |                 |                 |
|---|---|-----------------|-----------------|
| <p>School will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement. Initial strategy sessions will begin in May and additional math actions will be designed summer of 2017. ECMS-G will continue to provide the following events, communications, and workshops in order to help families understand how to support their students in being college and career ready and get feedback to best serve students and their families:</p> <p>Math Night for all families and subgroup families<br/> Parent Conferences (data share out- NWEA, IAB etc.)<br/> Parent Council<br/> Data share out at SSC/ ELAC</p> <p>Full time, site level math coach will continue to provide coaching to math teachers and participate in instructional leadership meetings.</p> <p>Increase: In 2019-20 the math initiative continues under the leadership of a new Math Specialist. They will coordinate efforts across ECS to improve math programming and create a vertical alignment across grades in math. They will also coordinate ECMS-G's ongoing</p> | <p>ECMS-G participation in the ECS-wide math initiative continued in 2019-20, led by the ECS Secondary Math Specialist, Charity Rock.</p> | <p>\$29,643</p> | <p>\$24,847</p> |
|---|---|-----------------|-----------------|

|   |  |  |  |
|---|--|--|--|
| implementation of Open Up Resources and related professional development. |  |  |  |
|---|--|--|--|

| <b>Action 2.3</b>   |  |                       |                               |
|---|--|-----------------------|-------------------------------|
| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
| Implementation and evaluation of ECS Best practices will include student-centered coaching training for coaches and an induction program for new teachers in collaboration with Antioch, which aligns teacher induction with ECS Best Practices Rubric. | We continue to see better academic student outcomes, when the teacher scores higher on our Best Practices Rubric. In 2019-20 we continued implementing student-centered coaching. Teachers met regularly with their instructional coaches and were observed by and received feedback from their coaches and administrators. We developed the capacity of our instructional coaches through monthly Instructional Coach Training. All teachers had a week of professional development before school began and eight days during the instructional year. In addition each week starts with two hours of professional development. Teacher feedback is collected after every professional development and used to refine and inform professional development. Teachboost, our online platform for collecting, sharing and visualizing teacher performance data, also informs our professional development offerings | \$288,351             | \$305,849                     |

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|--|---|--|--|
|  | <p>Based on ECS leadership’s work with the Charter Network Accelerator, ECS implemented an organization-wide focus on literacy. Humanities teachers began the year with WestEd’s Reading Apprenticeship advanced workshop and math and science teachers began with the introductory workshop. Our data shows that literacy increases student outcomes across the curriculum and a shared approach to content-specific literacy will improve student access to learning.</p> <p>When the pandemic began, professional development’s focus shifted to best practices for Distance Learning and support students’ mental health.</p> |  |  |
|--|---|--|--|

| <b>Action 2.4</b>   |   |                       |                               |
|---|---|-----------------------|-------------------------------|
| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures | Estimated Actual Expenditures |
| Specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, will help low income students and English learners develop the skills needed to succeed in a college preparatory high school, develop students' social emotional | ECMS-G provided specialty classes, including Green Ambassadors, College Readiness, and Games and Handwork, which engaged students through activities appealing to multiple modalities. These classes helped our unduplicated pupils | \$271,640             | \$259,155                     |

|  |  |  |  |
|--|--|--|--|
| skills and reinforce content and skills from core course through engaging activities appealing to multiple modalities. | develop skills needed for a college preparatory high school, socio-emotional skills, and reinforced core course content. |  |  |
|--|--|--|--|

| <b>Action 2.5</b>   |  |                       |                               |
|---|--|-----------------------|-------------------------------|
| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
| <p>Response To Intervention program will support struggling low income students, English Learners, and Students with Disabilities by providing differentiated, remedial instruction for two hours weekly.</p> <p>Improvement: 8-week data assessment cycles will be used to monitor progress and develop targeted interventions to support early implementation of the SST process.</p> | <p>The Response To Intervention program was provided to support struggling low income students, English Learners, and Students with Disabilities. Differentiated, remedial instruction was provided two hours weekly. The 8-week data assessment cycle was used to monitor progress and develop targeted interventions and support timely implementation of the SST process. The pandemic and the move to 100% distance learning in the spring required adjustments to the RTI system. Teachers' input on how the system functioned in a remote environment was used to inform a redesign and clarify the interplay between academic and social-emotional interventions. During summer working groups, a new Intervention system was developed to better support low income students, English Learners, and Students with Disabilities who were not thriving in distance learning. The new tiered system created four pathways of support,</p> | \$86,950              | \$78,272                      |



|  |   |  |  |
|--|---|--|--|
|  | Attendance, Behavior, Coursework & Distance Learning, to help coordinate staff efforts. |  |  |
|--|---|--|--|

| <b>Action 2.6</b>   |  |                       |                               |
|---|--|-----------------------|-------------------------------|
| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
| School will use software to better understand how subgroups are performing and the efficacy of best practices for those groups. | Through software such as Schoolzilla and Teachboost, ECMS-G explored achievement differentiation between subgroups, which led to re-assessment and refinement of our educational programs. | \$12,301              | \$8,838                       |

| <b>Action 2.7</b>        |                         |                       |                               |
|--------------------------|-------------------------|-----------------------|-------------------------------|
| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|                          |                         |                       |                               |

|   |  |                  |                  |
|---|--|------------------|------------------|
| <p>Provide special education program for students with disabilities.</p> <p>Based on results from the 2017-18 audit of Special Education program we will be:</p> <ul style="list-style-type: none"> <li>● Adding a full-time certificated Student Services coordinator to oversee program.</li> <li>● Adding an additional full time certificated special education teacher</li> <li>● Providing intensive weekly coaching for special education teachers focused on <ul style="list-style-type: none"> <li>○ Unit planning</li> <li>○ Assessment (remedial and grade level)</li> </ul> </li> <li>● Improving alignment of special education and general education programs by using general education teachers to identify key academic standards taught in general education and quality assessments for these standards. IEP Teams will develop individualized goals informed by bank of special education goals that align with these standards.</li> <li>● Improving integration of special education and general education programs by reworking schedules to create shared planning time and increase opportunities for co-teaching.</li> <li>● Providing professional development in Universal Design for Learning</li> </ul> | <p>ECMS-G continued implementation of our full-inclusion special education model, redesigning the schedule to allow co-teaching across all grades. We increased our staffing level to be able to place an education specialist at each grade level. Team teaching between the education specialist and the grade-level general education teachers ensured expertise in content and expertise in inclusion. Aspects of Universal Design were taught during professional development and special education teachers received weekly coaching. General education teachers identified key academic standards, helping education specialists improve IEP goals.</p> <p>Our experienced special education coordinator rejoined ECMS-G midyear.</p> <p>In 2019-20 ECS brought psychological services in house, hiring a former ECMS-G teacher as our school psychologist. This hire facilitated increased collaboration between general educational, special education and the psychologist, who was consulted frequently and was a co-creator of our redesigned Intervention system over the summer.</p> <p>ECMS-G transitioned to the El Dorado</p> | <p>\$350,504</p> | <p>\$284,736</p> |
|---|--|------------------|------------------|

|  |  |  |  |
|--|--|--|--|
| <p>Improvement:<br/>For school year 2019-20, ECMS-G will transition to the El Dorado Charter SELPA (Special Education Local Plan Area), which will provide ECMS-I a higher level of support and increased revenue streams for special education.</p> | <p>Charter SELPA in 2019-20. This new partnership gave us access to increased professional development for our general education teachers, special education teachers, administrators and paraeducators, all of whom benefitted from SELPA-provided trainings.</p> |  |  |
|--|--|--|--|

| <b>Action 2.8</b>   |  |                       |                               |
|---|--|-----------------------|-------------------------------|
| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
| <p>Using a semester-long design cycle, our Equity &amp; Diversity Committee (EDC) will engage a group of family, teacher, staff, and administrator representatives to implement, test, and monitor a series of interventions to foster a “community of belonging” for African American students and their families at ECMS-G. The initiative includes a focus on celebrating African American culture, engaging parents through forums and partnership, and developing student affinity groups on campus. Data-driven action, monitoring, and assessment are key features of the EDC’s current interventions and recommendations for future action. Data to be reviewed includes achievement, enrollment and retention data for</p> | <p>The Equity &amp; Diversity Committee (EDC), including representatives from ECMS-G families, teachers, staff, and administration reviewed data for African American students, including achievement, enrollment and retention data. The ECS developed a series of interventions to foster a “community of belonging” for African American students and their families at ECMS-G. Several new campus celebrations and competitions were launched, each focused on celebrating African American culture, engaging parents through forums and partnership, and developing student affinity groups on campus. Data-driven action, monitoring, and assessment</p> | <p>\$1,000</p>        | <p>\$1,000</p>                |

|                            |   |  |  |
|----------------------------|---|--|--|
| African American students. | informed the EDC's interventions and recommendations for future action. |  |  |
|----------------------------|---|--|--|

| <b>Action 2.9</b>   |  |                       |                               |
|---|--|-----------------------|-------------------------------|
| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
| <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. Key strategies for the literacy initiative include continuously measuring the impact on student outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers.</p> | <p>ECMS-G implemented Reading Apprenticeship (RA) as part of an organization-wide effort. Our assistant principal was the leader of this effort. We chose literacy as our focus because it is a potential gateway/barrier to all learning, our research showed ELA achievement was tied to college attainment for our graduates and it aligns with our social justice mission. All teachers participated in WestEd led Reading Apprenticeship training during summer PD. In weekly professional development we trained and supported teachers in cultivating classrooms where students routinely grapple with complex texts, receive ongoing mentorship in disciplinary literacy, and engage in reading as a problem-solving process. Implementation of RA strategies was measured during classroom observations, with a focus on strategies supporting student metacognition.</p> | <p>\$60,363</p>       | <p>\$53,427</p>               |

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|  | <p>Through a common instructional approach to literacy across grade levels and content areas, we began to shift the cognitive load from ECS teachers to our very capable students. We observed teachers and students engaging in a continuous metacognitive cycle of planning, naming, and reflecting as they collaboratively demystified the reading process.</p> |  |  |
|--|--|--|--|

| <b>Action 2.10</b>   |  |                       |                               |
|--|--|-----------------------|-------------------------------|
| Planned Actions/Services   | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
| <p>English and Humanities teachers will implement English 3D in their courses for at least 20 minutes a day as designated ELD instruction. Professional development will be provided to support the implementation of English 3D, as well as supporting the ongoing implementation of ELD standards across all courses. The ELD coordinator and paraeducator will continue collaborating with specialty teachers to provide integrated ELD instruction during specialty courses.</p> | <p>English and Humanities teachers received professional development from English 3D trainers and implemented English 3D in their courses for at least 20 minutes a day as designated ELD instruction. Professional development in ELD standards was provided to all teachers. The ELD coordinator and paraeducator continued collaborating with specialty teachers to provide integrated ELD instruction during specialty courses. When ECMS-G moved to remote instruction in the spring, ELD instruction continued as scheduled.</p> | <p>\$108,451</p>      | <p>\$120,712</p>              |

# Analysis

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

Despite the departure of our principal in 2019-20 and the beginning of a world-wide pandemic, ECMS-G 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 Response to Intervention, 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 were able to complete our local assessment, Interdisciplinary Benchmarks (IBMs), a project-based, authentic assessment that we use to measure critical thinking. We did meet our goal of increasing each cohort's score on Critical Thinking by 4%, with especially good gains in 7th grade. We believe that the implementation of Reading Apprenticeship across all content areas and its focus on metacognition may have contributed to our success in this area.

Reclassification rates fell. Of the 40 students in class of 2020 who started as ELs, only 9 reclassified (23%). The prior class (2019) started with 29 ELs and 15 reclassified (52%). There was no ELPAC or CAASPP data in 2019. However, other data suggested growth for English Learners. English Learners Distance from Meeting improved significantly on the IAB in both Reading and Math.

Students with exceptionalities also improved their Distance from Meeting on the ELA and Math IAB.

Schoolwide we saw growth in all cohorts from fall to winter in the NWEA math and in 7th and 8th grade on the math IAB given in the fall. The ELA IAB schoolwide showed a drop of 6 points (DFM), though ELs and SWEs improved. Our Black/African American students DFM fell on the ELA IAB but improved on the math IAB.

When we quickly moved to distance learning in the spring, the data that we collected during the early stages of the pandemic were not as valid or reliable as data we are accustomed to collecting. However, we began piloting software platforms that would help us better capture formative and summative data while in distance learning, including Nearpod and Actively Learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.2, our math initiative, had an LCAP expected expense of \$20,643, but the actual cost was slightly lower at \$24,847. This was due to lower actual costs for teacher induction.

Action 2.5, our RTI Program, had lower actuals by \$9,000 because new teacher hires were less experienced than budgeted and we discontinued the Freckle program.

Action 2.6 - Data Tools had lower actions by \$3,500 because of lower final costs for Teachboost and Schoolzilla

Action 2.7 - Special Education had an LCAP expected expense of \$350,504 and a lower actual cost by \$66,000. This lower expense was the result of discontinuing the position of DIS counselor, which increased our use of outside service providers by \$23,000. The rest of the difference was caused by the hire of a less experienced educational specialist and the shifting of cost when an education specialist went on FMLA.

Action 2.9 - Literacy Initiative was lower than anticipated. The cost of Reading Apprenticeship summer workshops was \$2,000 less than expected. Funding allocated for certificated supports to the initiative was higher than actuals because of a certificated's employee's Family Medical Leave.

Action 2.10 - ELD Program was \$12,000 more than budgeted. We spent \$3,000 more on our ELD paraeducator's hours and were able to hire a more experienced ELD coordinator than we originally budgeted for.

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, 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. 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. We will also invest in our ELD and Special Education programs.

### 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; School climate

#### Annual Measurable Outcomes

Expected

Actual

Rates of parent participation will improve.

Increase of 1% to 92%

Data Pending.

**Not Met.** 89% Although we did not reach the 92% target, this is a substantial increase from the 80% rate we had in 18-19.

Ada will be 97% or better - Indicators of student engagement will be excellent or progressing towards excellence.

As of Feb 13, 2020:



|  |  |
|--|--|
| <p>Ada – 97% or higher<br/> Suspension rate – 5% or lower<br/> Tardy rates – 10% or lower<br/> Chronic absenteeism – 5% or lower<br/> Expulsion rate – 2% or less<br/> Drop outs – 1% or less</p>  | <p><b>Met.</b> ADA: 97%<br/> <b>Met.</b> Suspension rate: 1.4% (5/362)<br/> <b>Met.</b> Tardy rates: 2.96%<br/> <b>Met.</b> Chronic absenteeism: 3.9%<br/> <b>Met.</b> Expulsion rate: 0%<br/> <b>Met.</b> Dropouts: 0%</p>  |
| <p>CalSCHLS Survey will indicate that efforts to seek parent input in making decision are effective</p> <p>On CalSCHLS survey, more than 80% parents will agree or strongly agree that the school actively seeks seeks input from parent community before making important decisions.</p>  | <p><b>Met.</b> 100% of parents agree or strongly agree.*</p> <p>*We did not administer the CalSCHLS survey due to Covid, but we administered another survey that included the relevant questions from the California School Parent Survey</p>  |
| <p>Surveys will indicate that stakeholders feel connected and safe.</p> <p>Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 80% or more</p> <p>Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more</p> <p>Students agree or strongly agree that the school is safe – 58% or more</p> <p>Students agree or strongly agree that they feel connected to ECMS-G – 54% or more</p> <p>Parents agree or strongly agree that ECMS-G is a safe place for their child – 74% or more</p> | <p>100% of staff agree or strongly agree that ECMS-G is a supportive and inviting place to work. This is an increase of 21% over last year (A4.10)</p> <p>100% of staff agree or strongly agree that ECMS-G is a safe place for students. This is an increase of 5% over last year. (A4.22)</p> <p>Met. 60% of students agree or strongly agree.</p> <p>56% agree or strongly agree.</p> <p>100% of parents agree or strongly agree.</p> |

## Actions / Services

| <b>Action 3.1</b>  |  |                       |                               |
|--|--|-----------------------|-------------------------------|
| Planned Actions/Services   | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
| Provide developmentally appropriate social emotional program for UDPs to ensure a smooth transition into middle school and then into a college preparatory high school, including a summer bridge program for all new students and school-wide implementation of Tribes Social Emotional Learning program. Counselor will gather data from students via surveys and informal focus groups to identify root causes for feeling unsafe and implement strategies to address these student concerns. | A week-long summer bridge program introduced all new students to our Tribes Social Emotional Learning program and eased students' transition from elementary to middle school. In addition all faculty received ongoing professional development in Tribes activities to use in their classroom. Our Dean of Student Services provided mediation support to students in conflict and our counselor worked with students and cohorts, teaching, modeling and facilitating community circles and conflict resolution. In addition our counselor coordinated with EmpowHer and Male Success Alliance programs, which provided both instruction, mentoring and enrichment field trips. | \$160,089             | \$155,223                     |

| <b>Action 3.2</b>        |                         |                       |                               |
|--------------------------|-------------------------|-----------------------|-------------------------------|
| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|                          |                         |                       |                               |

|  |   |                 |                 |
|--|---|-----------------|-----------------|
| <p>Overnight field trips and day field trips will enrich the learning of low- income students and provide opportunities for healthy risk taking.</p> | <p>Each grade level was able to attend an overnight field trip before the pandemic closed campus, including trips with Nature Bridge, to Skyland Ranch and overnight trips to Ocean Institute in Dana Point and to Aquarium of the Pacific. All programs included natural science instruction and team building challenges. Students also went on field trips relating to their interdisciplinary study, including a whale watching trip. Students participating in Extended School Year also had a day trip.</p> | <p>\$51,000</p> | <p>\$71,330</p> |
|--|---|-----------------|-----------------|

| <b>Action 3.3</b>  |   |                       |                               |
|--|---|-----------------------|-------------------------------|
| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures | Estimated Actual Expenditures |
| <p>English and Humanities teachers will implement English 3D in their courses for at least 20 minutes a day as designated ELD instruction. Professional development will be provided to support the implementation of English 3D, as well as supporting the ongoing implementation of ELD standards across all courses. The ELD coordinator and paraeducator will continue collaborating with specialty teachers to provide integrated ELD instruction during specialty courses.</p> | <p>English and Humanities teachers received professional development from English 3D trainers and implemented English 3D in their courses for at least 20 minutes a day as designated ELD instruction. Professional development in ELD standards was provided to all teachers. The ELD coordinator and paraeducator continued collaborating with specialty teachers to provide integrated ELD instruction during specialty courses.</p> | <p>\$108,451</p>      | <p>\$120,712</p>              |

## Analysis

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

All actions were implemented as planned.

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

In the 2019-20 school year, ECMS-G took tremendous strides towards developing a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability. Nearly all Annual Measurable Outcomes were met, despite a transition at principal and a pandemic. The spring climate survey, which occurred after school closure, reflected improvements in all key indicators and a remarkable improvement of 21% in staff satisfaction. Student engagement indicators were also strong, with reduction in chronic absenteeism for English learners from 12.24% in spring of 2019 to 5.26% in spring of 2020.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Planned expenditures and actual expenditures were similar. However, for Action 3.2 - Field trips, expenses for the 6th grade trip were higher than anticipated, an additional \$14,000.

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, 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. 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 and currently shaped 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 | \$2280<br>LLMF       | \$1,856                       | 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.   | \$10,427             | \$10,289                      | 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 \$2200 for this, but we were also aware that the spring transition to distance learning had been stressful and wanted to limit how much of teachers’ summer holidays we used, so we spent about \$400 less than planned. 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 campus 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.

## **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 Gardena and Harbor-Gateway were 278 and 322 respectively, 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 NWEA MAP 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 implementing all possible remote interventions. Assuming that case rates continue to trend downward, our plan is to provide opportunities for any willing families to send their students to campus for in-person activities and to offer regularly scheduled intervention groups for Tier 3 students and 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 and nurture their love of school and learning.

## Distance Learning Program

### Actions Related to the Distance Learning Program

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| 1. Research and purchase new platforms to support student tracking, engagement and assessment during distance learning. Provide teachers with curricular resources designed for a remote learning environment and tools for adapting ECS curriculum to remote learning. | \$13,585<br>LLMF     | \$10,471                      | N            |
| 2. Purchase sufficient Chromebooks and hotspots to continue to assure every student is able to access Distance Learning. Provide students with noise canceling headphones.  | \$15,541<br>LLMF     | \$15,168                      | N            |



|  |                 |          |   |
|--|-----------------|----------|---|
| 3. Provide teachers with an extra monitor, newer laptops, and headphones as needed.  | \$9,856<br>LLMF | \$9,793  | 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. ECMS-G's Teaching Best Practices are designed to serve these students in a face-to-face learning environment. ECMS-G 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. | \$63,323        | \$63,357 | Y |
| 5. Support teachers' capacity to deliver quality distance learning and students' access to Distance Learning through technical support   | \$13,456        | \$11,423 | 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 and students. Expenses for these software platforms were about 3k lower than planned, but all the planned platforms (ActiveLearn, Screencastify, Nearpod) were implemented. Technical support was provided to teachers and also extended to students and estimated actuals 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. Our master schedules follow guidelines suggested by the CDE for instructional minutes and conform to the program offerings described in our charters. ECMS-G's 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 regularly 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. An advisory council of students was also created to facilitate student voice in decision making.

In 2020-2021 ECMS-G created an intervention period after each synchronous core class, where teachers could provide Tier 2 interventions to students in need. Instructional coaches also provided Tier 3 academic interventions.

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. | \$244,946            | \$229,875                     | Y            |
| 2. Provide additional learning opportunities to students during summer.  | \$27,000<br>LLMF     | \$20,700                      | N            |

|   |                  |                  |          |
|---|------------------|------------------|----------|
| <p>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</p>   | <p>\$11,826</p>  | <p>\$11,868</p>  | <p>Y</p> |
| <p>4. Continuing to provide specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, during distance learning and hybrid instruction will provide continuity and enrichment that will help low income students and English learners remain engaged in learning, support students' social emotional needs and reinforce content and skills from core courses through engaging activities appealing to multiple modalities.</p> | <p>\$236,904</p> | <p>\$236,904</p> | <p>Y</p> |

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 of the pandemic, in-person summer bridge programming was not possible. Extended school year was expanded, and summer school provided. It was less expensive than anticipated because a partnership opportunity lowered our costs. 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 6K lower than budgeted. Software costs were slightly higher than budgeted, due primarily to higher staffing cost to support and implement new platforms. Specialty classes were also higher than budgeted, due to specialty teachers being slightly higher 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.

Distance learning provided a challenge as the ECS Best Practices were intended to be provided in person. Neither our rigorous, interdisciplinary, environmentally-focused curriculum nor our strategies for creating small, learning communities were envisioned as part of remote learning. Therefore, before the 20-21 school year began, teachers, counselors and administrators collaborated to adapt our best practices to distance learning. Based on feedback from students and families, our distance learning program was much more aligned to our best practices in 2020-21.

Data indicates that we had mixed success in addressing learning loss in the 2020-21 school year. While we were extremely concerned about how effective this new learning modality would be, we saw growth in many places. There is no content area, grade level of program where success or challenge dominated.

## ELA

Comparing students' winter NWEA Reading scores from 2021 to the prior year we see many areas of growth. 8th graders grew more from winter 2020 to winter 2021 than they did in the prior year, improving by 4.8 RIT compared to 3.7 points of growth the year before. Our 7th graders' grew 4.5 from their 6th grade winter score. Both grade levels outpaced normative growth.

## Math

In math, 8th graders outpaced their prior year's growth of 5.4 RIT point, growing 7.7 from winter 2020 to winter 2021. Both years their improvement was substantially better than the norm. 7th grade growth was slowed-- only 3.4 increase in RIT scores compared to 4 point improvement in the prior year. However, their 7th grade growth was still greater than the norm of 3.1

## **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 ECMS-G 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 above 97% in 6th grade and above 96% in 7th, but 8th grade attendance was only 94.5%

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 | ECMS-G will enhance its social emotional learning program to provide additional 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 train teachers to identify signs of trauma and support teachers as they implement Tier 1 social emotional modules. Team will provide or coordinate expanded Tier 2 and Tier 3 social emotional supports needed due to remote learning, | \$172,060            | \$172,060                     | Y            |



|  |  |                  |           |   |
|--|--|------------------|-----------|---|
|  | pandemic, social unrest, and transitions between learning modes.   |                  |           |   |
| 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. | \$21,023<br>LLMF | \$21,023  | N |
| School Nutrition                       | Provide food to students via grab and go.  | \$183,758        | \$183,758 | 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.

Spending on mental health, pupil & family engagement and outreach, and school nutrition have been trending close enough to budget such that we have not changed the forecast. There are no substantive differences between the planned actions and budgeted expenditures anticipated.

The ECMS-G 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, as well as providing training and learning modules to teachers, so they can support students in their advisory classes. Tiered interventions for behavior, attendance and issues with distance learning were also provided.

During the fall and winter of 20-21, 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. This work has helped ECS recenter student wellness, especially the wellness of our students of color.

Meals were provided to students via grab and go and additional resources were marshaled through partnership with non-profit organizations focused on preventing homelessness to provide many families with additional resources during the pandemic crisis.

## 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 benchmark assessments, and standardized assessments, including Interim Assessment Blocks (IABs), NWEA MAP 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. Green Ambassadors, College Readiness, Games, and Handwork classes will re-engage students who have disengaged and provide enrichment and academic support by reinforcing content and skills from core courses through engaging activities appealing to multiple modalities. 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 intervention was implemented slightly differently than planned because we were not able to find a suitable intervention coordinator until later in the year. This resulted in the expenditure being about \$15,000 less than the \$250,000 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](mailto: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 Middle School- Gardena | Dave Trejo, Principal  | <a href="mailto:dave_trejo@ecsonline.org">dave_trejo@ecsonline.org</a> , 323-607-5659 |

## General Information

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

Environmental Charter Middle School-Gardena is a public charter school serving students from Gardena, Harbor-Gateway 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.

ECMS-G is small, with an enrollment of just over 350 students, and most of our students qualify for free or reduced lunch. In 2020-21 87% of our student body was low income, 15.5% were English learners and 14% were students with exceptionalities.

We are authorized by the Los Angeles County Board of Education.

Since its inception in 2010, ECMS-G has provided students with a unique learning experience that utilizes interdisciplinary environmentally-focused learning to inspire students to find authentic meaning in their studies. ECMS-G students are resilient, prepared for high school, motivated to continue their learning, and they desire to positively contribute to their community.

### ECS Best Practices

ECMS’s design principles include a small learning community; a challenging, interdisciplinary 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. Our teachers collaborate to provide project-based, thematic interdisciplinary instruction, so students can apply content standards to real-world problems in their community. The instructional pedagogy is consistent with the development of students’ higher order thinking skills.

### 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 grade level 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 camping and hiking in locations such as, the Pacific Crest Trail, Joshua Tree National Park, Catalina Island, the Santa Monica Mountains, Idyllwild, San Bernardino National Forest, Angeles National Forest, and Yosemite.

## Reflections: Successes

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

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 a COVID-19 Relief Fund initiated by our high school teachers and then expanded with support from community partners, we provided our most impacted families support with utilities, car repairs, housing assistance and other critical bridge funding in amounts of \$500-\$1500.

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 Open Up curriculum; the bulk of 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. Class visits with focused "look-fors" led to specific actionable feedback. Classroom visit data informed professional development needs and supported site wide growth. Another success was Cross Campus Teacher-to-Teacher Class Visits where we were able to take advantage of our virtual space to share implementation of High Impact Routines across our two Middle Schools.

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.

## 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 “orange” school wide and for all student groups. Suspension rates in 2019-20 fell to 1.4% school wide, but the rate was higher for students with exceptionalities (6%) and Black/African American students (6.4%). There were no suspensions during distance learning in 2020-21. While chronic absenteeism received a “yellow” school-wide in 2018-19, the rate was higher for students with exceptionalities (8.2%), English learners (8.3%) and Black/African American students (10%). During distance learning in 2020-21, the rate of school wide chronic absenteeism up to April 20, 2021 increased to 8%. Rates for English learners improved to 6.3%, but rose for students with exceptionalities (14.6%), and Black/African American students (10.9%) We cannot know exactly how returning to campus will impact student behavior and attendance, but we see a need to ensure there are plenty of supports for that transition.

Local survey data indicates a need for additional social-emotional support. We asked students about how often they felt several different emotions in both Spring of 19-20 and Fall of 20-21. Between the two surveys, the frequencies with which students felt curiosity and hopefulness declined. Considering that these were likely already negatively impacted by Spring 19-20, this decline is worrying. In addition, the frequencies with which students felt “mad”, “stressed out”, and “worried” all increased. Especially concerning is the high percentage of students who frequently feel “stressed out”.

| The percentage of students replying “Frequently” or “Almost Always” to how often during the last week they felt... |              |            |
|--|--------------|------------|
|  | Spring 19-20 | Fall 20-21 |
| ... curiosity  | 57%          | 49%        |
| ... hopefulness  | 71%          | 59%        |
| ... mad  | 22%          | 27%        |
| ... stressed out   | 43%          | 43%        |
| ... worried  | 29%          | 31%        |

ELA CAASPP increased 10 points in 2018-19, but performance for students with exceptionalities and English learners was lower than school-wide. We also see a discrepancy in the CAASPP Math scores of Students with Exceptionalities and English Language Learners compared to all students.

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 for the next three years 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, an increase of more than 22.6 points in ELA. In the past two years we have prioritized implementation of Reading Apprenticeship in math classes and have seen local data indicating it is improving math outcomes. In this LCAP we will continue deepening and broadening our implementation of Reading Apprenticeship and 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 and to center student wellness as we return from the pandemic.

# Stakeholder Engagement

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

In a normal year ECMS-G 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 ECMS-G' 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. 9/3/20, 12/3/21, 2/9/21, 3/23/21, 4/20/21, 5/4/21

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 9/1/20, 11/17/20, 3/2/21, 4/13/21 and another will be held in June 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: We utilized a 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 stress levels in 2020-21 elevated, with 19% of students reporting they were frequently stressed and 24% 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 70% of students responding they were frequently or almost always bored in the past week. 47% of students identified lack of motivation as the biggest obstacle to completing schoolwork.

Feedback from parents has been positive despite the challenges of the pandemic. Parents have expressed high levels of concern about COVID safety, with 71% thinking it was unsafe to have in-person school in the fall of 2020. Many reported communication with school as a strength, with 94% agreeing or strongly agreeing that they were regularly informed about their child's classes. Only 65% of parents agreed or strongly agreed that their child was motivated to complete their schoolwork. When asked what they needed additional support or resources for, parents chose "Mental and Emotional Health" most often; 23% of parents surveyed selected it.

22.7% of teachers surveyed reported general anxiety about COVID as a barrier to effectively working from home. 50% felt extremely supported and 45% felt quite supported by ECMS-G. When asked what they needed additional support or resources for, teachers chose "Mental and Emotional Health" most often; 29.8% of teachers surveyed selected it. This was true for staff as well (28%).

#### 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      | <b>Improved Student Outcomes.</b> 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 has been lower each month than in previous years and has declined to its lowest point, 2.0, in April, compared to an end of year average of 2.6 and 2.8 in non-pandemic years. In math, our average GPA has increased in each of the last three years, reaching 2.7 last year. This April it was 2.1.

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>          | 2019<br>-21.2 |                |                |                | -12.2                       |
| Average Distance from Meeting Standard (DFS) | SWE: -108.5   |                |                |                | SWE: -96.5                  |

|   |   |  |  |  |                                  |
|---|---|--|--|--|----------------------------------|
|   | EL: -74   |  |  |  | EL: -62                          |
| <u>CAASPP Math</u><br><br>Average Distance from Meeting Standard (DFS)  | <u>2019</u><br>-73.9<br>SWE: -170.7<br>EL: -119 |  |  |  | -64.9<br>SWE: -158.7<br>EL: -107 |
| Percentage of English Learners who make progress on ELPAC   | <u>2018-2019</u><br>58.1%                       |  |  |  | 60%                              |
| Percentage of students reclassified out of those who started the year as an English Learner                                   | <u>2019-2020</u><br>14.1%                       |  |  |  | 18%                              |
| Percentage of students who meet standard on state science test  | <u>2018-2019</u><br>32.4%                       |  |  |  | 33.5%                            |
| Other course outcomes: MS Physical Fitness Test<br><br>Percentage of pupils in the Healthy Fitness Zone for aerobic capacity. | <u>2018-2019</u><br>80.7%                       |  |  |  | 83.7%                            |

## 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 | \$203,827   | N            |

|     |   |  |           |   |
|-----|---|--|-----------|---|
|     |   | development, curriculum selection, program evaluation and strategic planning.  |           |   |
| 1.b | Multi Tiered Systems of Support/Teacher Development System (MTSS/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"> <li>Determine which standards need to be prioritized to address the impact of the pandemic on student learning</li> <li>Determine the role of teacher-created versus adopted curricula and assessments</li> <li>Audit our existing intervention systems</li> <li>Articulate high leverage instructional best practices to serve as the bedrock for each of the three tiers of academic supports</li> <li>Train and support teachers through a variety of professional development modalities</li> <li>Monitor implementation of tiered supports</li> <li>Develop organization-wide tools to make MTSS efficient and sustainable in Identifying students and providing appropriate interventions</li> <li>Draft a 3 year vision for improving MTSS at ECS</li> <li>Observe and gather data to evaluate efficacy of practices and to ensure implementation with fidelity</li> </ul> <p>In years two and three we will continue to implement our teacher development system and integrate the systems and practices identified</p> | \$493,007 | Y |

|     |  |  |           |   |
|-----|--|--|-----------|---|
|     |  | in year one to ensure our MTSS is coordinated, data-based, sustainable and supports equitable outcomes for students.   |           |   |
| 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  | \$125,322 | Y |
| 1.e | ELD PD                                     | Improve delivery of ELD services through targeted professional development for general education teachers on serving English Learners at our site  | \$93,508  | N |
| 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. | \$649,296 | 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                          | \$9,289   | 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.   | \$103,170 | Y |
| 1.i | Specialty Classes                          | Specialty classes, including Green Ambassadors, Games and Handwork, college prep will help low income students and English learners develop the skills needed to succeed in a college preparatory high school, develop students' social emotional skills and reinforce content and skills from core course through engaging activities appealing to multiple modalities. | \$231,685 | 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                                 | \$68,152  | Y |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | to embed the development of each student's individual sense of purpose into advisory, counseling and College Prep/readiness classes. |  |  |
|--|--|--|--|--|

# Goal

| Goal # | Description   |
|--------|---|
| 2      | <b>Climate &amp; Engagement:</b> 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><br>96.2%<br><br>Per the LCAP instructions, we are presenting the most recent data. We are basing |                |                |                | 97%                         |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   | <p>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>  |  |  |  |  |
| Chronic Absenteeism<br>Groups with Gaps | <p><u>2020-2021*</u><br/>8%</p> <p>EL: 6.3%</p> <p>SWE: 14.6%</p> <p>B/AfA: 10.9%</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: 3%</p> <p>EL: 6.8%</p> <p>SWE: 6.7%</p> <p>B/AfA: 8.5%</p> |
| Drop Out Rates                          | 0%  |  |  |  | 0%   |
| Suspension Rates                        | <p><u>2018-2019</u><br/>3.3%</p> <p>EL: 8.1%</p> <p>SWE: 4.1%</p> <p>B/AfA: 1.9%</p> <p>*No suspensions in 20-21. Basing targets on in-person data from 18-19.</p>  |  |  |  | <p>&lt;2%</p> <p>EL 6.6%</p> <p>SWE 2.6%</p> <p>B/AfA .4%</p>      |
| Expulsion Rates                         | <p><u>2020-2021</u><br/>0%*</p> <p>*rate as of 4/20/21</p>  |  |  |  | 0%   |



|   |   |  |  |  |                                 |
|---|---|--|--|--|---------------------------------|
| <p>Parent input in decision-making</p> <p>Percentage of parents who agree that the school allows, seeks, and welcomes their input.</p>  | <p><u>2019-2020</u><br/>93%</p>                                     |  |  |  | <p>&gt;=90%</p>                 |
| <p>Parent participation in programs for UDPs</p> <p>Percentage of parents who participate in parent conferences, ELAC and other activities aimed at engaging parents in school decision-making</p>  | <p><u>2019-2020</u><br/>89%</p>                                     |  |  |  | <p>&gt;=90%</p>                 |
| <p>Student Safety &amp; Connectedness</p> <p>Percentage of students who agree or strongly agree that the school is safe on annual climate survey</p> <p>Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey</p>                   | <p><u>2019-2020</u></p> <p>60%</p> <p>56%</p>                       |  |  |  | <p>64%</p> <p>60%</p>           |
| <p>Parent safety &amp; connectedness</p> <p>Percentage of parents who agree or strongly agree that campus is a safe place for their child.</p> <p>Average percentage of parents who agree or strongly agree that school staff treat them with respect, take their concerns seriously,</p> | <p><u>2019-2020</u></p> <p>100%</p> <p><u>2018-2019</u><br/>98%</p> |  |  |  | <p>&gt;=95%</p> <p>&gt;=95%</p> |

|  |                  |  |  |       |
|--|------------------|--|--|-------|
| and are helpful to them.   |                  |  |  |       |
| Staff safety & connectedness   | <u>2019-2020</u> |  |  |       |
| Avg level of agreement with staff working environment and collegiality questions on CSSS or similar survey | 99%              |  |  | >=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). | \$155,168   | Y            |
| 2.b      | CABR- MTSS (SEL)               | 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.<br><br>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                                   | \$278,881   | Y            |

|     |                    |   |          |   |
|-----|--------------------|---|----------|---|
|     |                    | <p>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 three 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 refine 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> |          |   |
| 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.   | \$18,790 | 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. We will provide a robust afterschool program to supplement the educational program and increase student engagement and sense of connectedness   | \$30,399 | N |

# Goal

| Goal # | Description  |
|--------|--|
| 3      | <b>Excellent Operations &amp; Facilities.</b> We will ensure operations and facilities are mission-aligned, meet the needs of our educational program and facilitate the achievement of student learning outcomes. |

An explanation of why the LEA has developed this goal.

To achieve student learning outcomes, operations and facilities must support the educational program. With the support of the ECS Home Office, we will establish operations that support the smooth and compliant functioning of our school.

## 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<br>Number of misassignments  | <u>2020-2021</u><br>1   |                |                |                | 0  |
| Instructional Materials:<br>Percentage of students with access to standards-aligned instructional materials.   | <u>2020-2021</u><br>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><br>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>2020-2021</u><br>100% of students have access 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. |
|---------------|---|--|--|--|---|

## Actions

| Action # | Title                     | Description  | Total Funds | Contributing |
|----------|---------------------------|--|-------------|--------------|
| 3.a      | Employees for Ed. Program | School will employ certificated employees necessary to implement educational programs.   | \$1,228,630 | 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   | \$71,085    | N            |
| 3.c      | Insurance/Benefits        | School will maintain required insurance and will offer competitive employee benefits packages.   | \$598,159   | 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.  | \$329,236   | 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.   | \$1,247,780 | 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 improvements to the facility will include adding soundproofing to the multipurpose room. In the long term, we will be seeking ways to expand available space for educational programs. | \$0         | N            |
| 3.g      | CMO Classified            | ECS personnel will provide the school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support the school's   | \$270,795   | N            |

|  |   |  |  |
|--|---|--|--|
|  | implementation of standards and work to secure additional resources needed to implement educational programs. |  |  |
|--|---|--|--|

# 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 |
|--|--|
| 37%  | \$1,066,080  |

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 receiving quarter course scores below a 2 on a 4 point scale. 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), 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). We will reinforce content and skills through our specialty classes (1.i) and college prep classes and refine the class 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 drop in the average course score among low-income students and ELs, and because the actions meet needs most associated with these students, we expect that course scores, 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 95.9% compared to 97.5% last year. Attendance rates for English learners fell from 97.5% in 2019-20 to 95.7% in 2020-21. Chronic absenteeism increased for ELs from 3.3% to 7.4% and low income students' rates rose from 2.2% to 9.1%. 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 support (Action 2b). 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 significant change in attendance rates and chronic absenteeism among 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, an additional instructional coach and new a full-time ELD teacher, in addition to our ELD Coordinator.



## Total Expenditures Table

| Totals | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 3,910,312 | \$ 1,978,330      | \$ 300      | \$ 317,237    | 6,206,179   | \$ 3,276,538    | \$ 2,929,640        |

| Goal # | Action # | Action Title                      | Student Group(s)    | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|--------|----------|-----------------------------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| 1      | 1.a      | ECS Certificated                  | All                 | \$ -         | \$ 203,827        | \$ -        | \$ -          | \$ 203,827   |
| 1      | 1.b      | Multi-Tiered Sys of Support/TDS   | All                 | \$ 361,911   | \$ 29,356         | \$ -        | \$ 101,740    | \$ 493,007   |
|        |          | ELD Program                       |                     |              |                   |             |               |              |
| 1      | 1.d      |                                   | English Learners    | \$ 119,822   | \$ -              | \$ -        | \$ 5,500      | \$ 125,322   |
| 1      | 1.e      | ELD PD                            | English Learners    | \$ -         | \$ -              | \$ -        | \$ 93,508     | \$ 93,508    |
| 1      | 1.f      | Special Ed Program                | Students with Excep | \$ 21,456    | \$ 520,640        | \$ -        | \$ 107,200    | \$ 649,296   |
| 1      | 1.g      | Special Ed PD                     | Students with Excep | \$ -         | \$ -              | \$ -        | \$ 9,289      | \$ 9,289     |
| 1      | 1.h      | Literacy & Math Initiatives       | All                 | \$ 73,813    | \$ 29,357         | \$ -        | \$ -          | \$ 103,170   |
| 1      | 1.i      | Specialty Classes                 | All                 | \$ 231,685   | \$ -              | \$ -        | \$ -          | \$ 231,685   |
| 1      | 1.j      | College/Career Readiness          | All                 | \$ 68,152    | \$ -              | \$ -        | \$ -          | \$ 68,152    |
| 2      | 2.a      | Partnerships/Outdoor Education    | All                 | \$ 65,307    | \$ 89,861         | \$ -        | \$ -          | \$ 155,168   |
| 2      | 2.b      | CABR- MTSS (SEL)                  | All                 | \$ 162,820   | \$ 116,061        | \$ -        | \$ -          | \$ 278,881   |
| 2      | 2.c      | Parent Engagement                 | All                 | \$ -         | \$ 18,790         | \$ -        | \$ -          | \$ 18,790    |
| 2      | 2.d      | Student Engagement                | All                 | \$ -         | \$ 30,399         | \$ -        | \$ -          | \$ 30,399    |
| 3      | 3.a      | Employees for Educational Program | All                 | \$ 1,228,630 | \$ -              | \$ -        | \$ -          | \$ 1,228,630 |
| 3      | 3.b      | Employees for Operations          | All                 | \$ -         | \$ 71,085         | \$ -        | \$ -          | \$ 71,085    |
| 3      | 3.c      | Insurance/Benefits                | All                 | \$ -         | \$ 598,159        | \$ -        | \$ -          | \$ 598,159   |
| 3      | 3.d      | Curriculum                        | All                 | \$ 328,936   | \$ -              | \$ 300      | \$ -          | \$ 329,236   |
| 3      | 3.e      | Professional Services             | All                 | \$ 1,247,780 | \$ -              | \$ -        | \$ -          | \$ 1,247,780 |
| 3      | 3.f      | Capital Improvements              | All                 | \$ -         | \$ -              | \$ -        | \$ -          | \$ -         |
| 3      | 3.g      | Home Office Classified            | All                 | \$ -         | \$ 270,795        | \$ -        | \$ -          | \$ 270,795   |

## Contributing Expenditure Table

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

| 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

[Plan Summary](#)

[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](mailto: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 <b>2021–22.</b> | Enter information in this box when completing the LCAP for <b>2021–22.</b> | Enter information in this box when completing the LCAP for <b>2022–23.</b> Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24.</b> Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25.</b> Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22.</b> |

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: xxx**

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.