

Environmental Charter
High School

FOLLOW-UP PROGRESS REPORT

16315 Grevillea Ave

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Environmental Charter Schools

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Accrediting Commission for Schools

Western Association of Schools and Colleges

CONTENTS

I: Student/Community Profile Data	1
II: Significant Changes and Developments	5
III: Ongoing School Improvement	8
IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan ...	11
V: Schoolwide Action Plan Refinements	21

I: Student/Community Profile Data

Include the following:

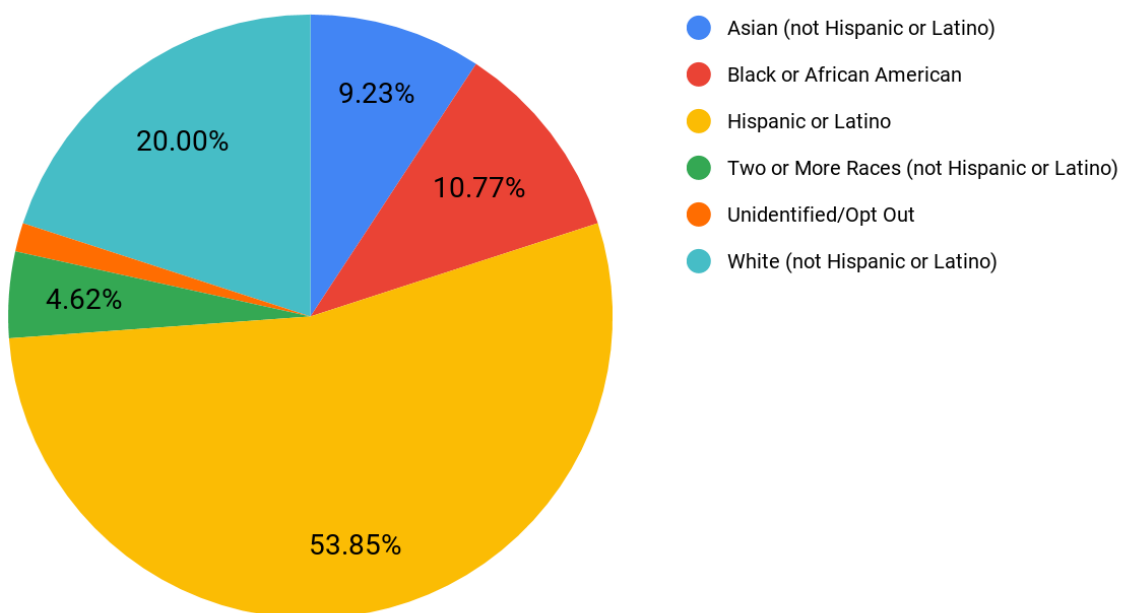
- Student/community profile that has been updated annually since the last full visit.
- From the analysis of the updated student/community profile, include the following:
- ! An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.

UPDATED STUDENT/COMMUNITY PROFILE

Student Demographics

School Year	Total Student Enrollment (CBEDS)	Free & Reduced Lunch	English Language Learners	Special Education
2018-2019	523	426(81%)	40 (8%)	46(9%)
2019-2020	517	411 (79%)	42 (8%)	49 (9%)
2020-2021	521	418 (80%)	38 (7%)	54 (10%)

Faculty/ Staff Demographics 2020/2021



STUDENT ACHIEVEMENT DATA FOR A THREE-YEAR PERIOD

Please refer to Appendices A-C

UPDATED SUMMARY OF DATA AND IMPLICATIONS

Academics

Overall, ECHS students are making great progress towards college readiness. The percentage of ECHS students who took AP exams gradually rose between 2016-2019 (fewer students AP exams in 2020 due to the pandemic), and AP test passage rates for the 2017-2018 and 2018-2019 school years rose above 50% (8-15% higher than the two previous years). Although fewer students took the AP exams in the Spring of 2020, the percentage of students who passed their exam with a 3 or higher rose to 65.9%, which is the highest passage rate for ECHS in the past 5 years.

Because of the pandemic, standardized tests were suspended in the Spring of the 2019-2020 school year. However, in 2018-2019 71% of ECHS juniors met or exceeded the standard on the English CAASPP exam in ELA (a 10% increase from the year prior), and 37% of ECHS juniors met or exceeded the standard on the Math CAASPP exam (a 4% increase from the year prior). Because of this performance, ECHS was named a [Top LA County Public School](#) for the past two years. Additionally, course passage rates in English and math have increased from 17-18 to 19-20 with the exception of English in 19-20, which may or may not have been due to the pandemic.

Another internal metric that ECHS uses to gauge college readiness is the Senior Thesis Project, which includes a 5-10 page research paper, civic action project, and presentation. In ECHS' Self-Study, one of the goals was to increase the passage rate on the senior thesis paper to 80% or higher by the second round of grading in November. Over the past three years, there has been a steady increase in passage rates, and in the 2020-2021 school year, 81% of students passed by the second round; this is the highest rate the school has seen in its history.

On the 2019 CA School Dashboard ECHS achieved a 96.7% graduation rate, far exceeding the graduation rate for the state of California. This was a 4.3% increase from the prior year. Additionally, 73.1% of ECHS seniors graduated College and Career Ready according to the CA School dashboard; this was a 2.8% increase from the prior year. Furthermore, for the past three years at least 97% of ECHS seniors have been accepted into a four-year university by the time they graduate high school. Between 84%-88% of ECHS graduates attend college after graduating, and as of 2019-2020, 41% of Latinx students and 73% of Black/African American ECHS graduates who started college graduated from a 2-year or 4-year college within 6 years.

IDENTIFIED STUDENT LEARNER NEEDS

Although ECHS has made major strides in college readiness, enrollment, retention, and graduation there is still work to be done around making ECHS' program equitable for all students and improving school climate, so students feel safe, nurtured, and supported.

(Please reference tables in **Appendix A: Proficiency and Distance from 3 (Df3) Growth of Gaps for Student Subgroups** for the section below)

In these tables, ECHS has identified the rate at which specific subgroups are meeting proficiency and growing in relation to Distance from 3 (DF3) in math and ELA compared to their counterparts. These metrics are obtained by comparing 8th grade CAASPP data to 11th grade CAASPP data. This data enables ECHS to compare the same cohort of students' performance over time rather than comparing one cohort of students with a completely different cohort.

In the first table we see that Black and African American students are growing and meeting proficiency in ELA at lower rates than Non-Black students. We see a similar trend in proficiency for math with the exception of 2018, and we see a similar pattern for growth except in 2019. In the second table there are very similar patterns of growth and proficiency gaps for SWEs with the exception of ELA growth in 2018.

To address these discrepancies, ECS implemented an organization-wide goal of focusing on Reading Apprenticeship in order to incorporate literacy across all disciplines, including math. Additionally ECHS adopted the Open UP/MVP Math curriculum in an attempt to streamline curriculum across grade levels and courses; this curriculum also allows for students to approach math through a more metacognitive lens as well as better understand real-world connections. Additionally, ECS hired a math specialist in the 19-20 school year in order to support school sites with implementation of the new curriculum as well as refining the vertical alignments and scope and sequences for the department and individual math courses. Because testing was suspended in 19-20 due to the pandemic, ECHS is exploring ways to monitor and track student achievement and proficiency in order to tailor instruction to students' needs during both distance learning and in-person learning in the future.

Cohorts of English Learners have shown higher levels of growth on both ELA and Math CAASPP over the past two years; however, their proficiency rates lagged behind those of non-EL students for the 2019 and 2018 testing seasons. Additionally, according to the CA Dashboard, in 2018 55.2% of EL students were considered well-developed (level 4) according to their ELPAC performance, and in 2019 64.7% of EL students were making progress toward English language proficiency (65% or higher is the highest level of progress). At the time of this writing, 61.5% of EL students have advanced by at least one performance level, as described by the CA school dashboard, in the 20-21 school year.

Despite consistent EL growth, not meeting proficiency has become an important factor in postsecondary outcomes for EL students. First, according to the CA School Dashboard data for College and Career Readiness, less than half of English Learners have been considered college and career ready for both the 2018 and 2019 (42.9% and 46.2% respectively). This is approximately 30% less compared to all students. Second, ECHS is starting to see a correlation between a student's EL status and their likelihood of enrolling and graduate from college.

(Please reference tables in **Appendix B: College Enrollment** for the section below)

Latinx students appear to be the least likely to start college in their first year after HS, and the 2nd most likely to never start at all. But when we further break down Latinx students by their EL status, we have seen a more nuanced picture. ELs are more than twice as likely to not start college within 2 years, or to not start at all, as other students. Latinx RFEPs and Non-ELs are much likelier to start college during the first year after high school than Latinx ELs. And that finding holds true across all ethnicities at similar rates (although non-Latino RFEPs are 5% likely to start college in the first year after high school).

Furthermore, the longer a student has been an RFEP, the likelier they are to go to college. Even those students who reclassified in middle school have a nearly 11% chance of *not* going to college. The longer a student takes to reach English proficiency, the lower their chances are of going to college.

100% of the SWEs in our classes of 2015-2017 started college in their first year after high school. This declined somewhat in the classes of 2018 and 2019. The class of 2019's enrollment was likely impacted by the COVID pandemic, but the lower rate by the class of 2018 suggests that there is something more at play in recent years especially because these were larger cohorts of SWEs. Regardless, the high rate of college enrollment by SWEs indicates that when ELs don't enroll in college, it is not likely to be due to them also having a disability.

Based on the data for ECHS graduates in the classes of 2010-2018, it appears that language fluency is a larger factor than ethnicity, disability, and (possibly) socioeconomic status in whether and when ECHS students enroll in college. Not only whether a student is an English Learner, but also whether they reclassified within 4 years of graduating high school.

The students most likely to go to college are white non-EL students, with 91% enrolling in their first year after college. The students least likely to go to college are Latinx ELs, with only 65% starting in their first year after high school, and 23% never going at all. Because we are seeing a disparate outcome for this specific subgroup, ECHS will need to further analyze data and re-evaluate current systems and practices and that exacerbate this opportunity gap especially for our English Language Learners.

In addition to academic performance and college readiness, ECHS has also been focusing on improving school climate, student wellness, and students' sense of connectedness.

(Please reference tables in **Appendix C: Student Climate/Wellness Data** for the section below)

Because of the pandemic, CHKS surveys were put on hold for 2019-2020 and 2020-2021. However, according to the CA Healthy Kids surveys (CHKS) in 2018 and 2019 student data show:

- ! Health and Safety:
 - o! About 1 in 3 students experience chronic sadness and hopelessness (for juniors in 2018, it was about 1 in 2)
 - o! About 1 in 4 experienced harassment or bullying
 - o! About 1 in 3 had mean rumors or lies spread about them
 - o! About 1 in 3 did not perceive school as Very Safe or Safe
- ! Connectedness
 - o! About 70% of students didn't feel they had caring adult relationships at school
 - o! Less than 50% of students felt there were high expectations for them
 - o! About 30% of students reported having high levels of motivation
 - o! Between 40-52% of students reported feeling a high level of connectedness
 - o! Between 11-18% of students reported a high level of meaningful participation
- ! College Readiness
 - o! Between 70%-85% of students agreed or strongly agreed across all indicators
- ! Discover sense of Purpose and Stewards of the Community
 - o! Around 50-60% of students agreed or strongly agreed across all indicators

According to the above data, ECHS' strength is supporting and guiding students in the college preparation process. However, quantitative and qualitative data over time show us that many students do not feel a sense of safety or connectedness on campus. ECHS will address these

areas of improvement by using the tenets learned from a year-long collaboration with Dr. Kenjus Watson and Dr. Tiffani Marie, including Every Child is a Blessing and Everyone has a sacred purpose (more in chapter IV).!

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs

COVID-19 GLOBAL PANDEMIC

In the Spring of 2020, the COVID-19 pandemic resulted in a significant shift for the entire Environmental Charter Schools community. Within a few days ECS was forced to close its campuses and transition from an educational program where learning is interdisciplinary, project-based, integrated with the environment, collaborative, rooted in close community ties, and occurs beyond the classroom walls to a distance learning program where teachers, staff and students must work remotely and within the confines of their homes. While the pandemic increased everyone's fear for our families' and our communities' health and well-being, our students, who mostly live in low-income communities of color, were demonstrably at greater risk than most Americans. These profound effects were compounded by the murder of George Floyd, the Black Lives Matter movement and the protests and uprising.

By the end of March 2020 we had crafted a vision for Distance Learning, informed by our mission and values:

ECS Vision for Distance Learning

ECS has not wavered in our commitment to our mission 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. During this time, ECS will deliver a high-quality distance learning program that attends to students' social, emotional and intellectual needs. Now more than ever, our students must engage in conscious critical thinking with their teachers and classmates. We must provide rigorous, engaging, equitable instruction to all ECS students to help them make sense of the world right now. As we develop ECS education online, we will ensure that our approach is student-centered, collaborative, flexible, and sustainable. When we reopen our campuses, ECS students, teachers, and staff will return ready for continued learning, teaching, and community-building.

Family, student and staff survey data drove the design of our plan for distance learning this year, and ECHS' priorities for 2020-21 are listed below:

1. Confront anti-Blackness and racism in our organization and our world
2. Align systems for effective and equitable distance learning
3. Deepen Reading Apprenticeship practice by focusing on disciplinary literacy (highlighting math)

These three priorities all support the fulfillment of our mission 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.

The first priority is informed by feedback we received from parent focus groups, teachers, administrators, community partners and student groups. In 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 during the 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.

The second priority is in response to stakeholder feedback regarding our spring Distance Learning program. 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).

Our third priority continues our work from last year to implement Reading Apprenticeship across content areas. In response to teacher feedback, we are using math as the starting point, exploring as a group how literacy operates in a math context. 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. 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.

To support the transition between in-person instruction and distance learning, we continued to use our existing curricula in all content areas with modified pacing guides to ensure that instruction remains standards-aligned and meets the developmental needs of students.

Additionally, ongoing professional development is focusing on identifying power standards, ensuring teachers are focusing on the key skills and priorities our students need, and ensuring departments are reflecting on and adjusting vertical alignments from 9-12th grade as needed. We are also providing teachers and students with supplemental materials and access to digital platforms. In selecting supplemental materials and/or software to adopt, we identified the following resources and tools that support student engagement, disciplinary literacy, and social emotional learning:

- ! Google Classroom: Learning management platform that allows teachers to organize, post, and provide feedback on course assignments and allows students to submit course work,

and communicate with their teachers and classmates. All ECHS teachers received training on how to set up and utilize the tools within google classroom in summer PD.

- ! Nearpod: Shared student engagement platform that allows teachers to deliver standards-aligned synchronous and asynchronous lessons online or in person and formatively assess student learning. Students can use this platform to access interactive course materials designed by their teachers, take notes, and check their understanding. All ECHS teachers received training on the platform in summer PD and departments will continue to share best practices throughout the year.
- ! Actively Learn: Online library of thousands of texts and Common Core and NGSS- aligned lessons that allows teachers and students to interact with texts, images, and videos synchronously or asynchronously. All ELA, Science, History, ELD, and SAI teachers received training on the platform in summer 2020 PD and continue to share best practices throughout the year.
- ! Screencastify: Allows teachers to easily create a screencast for video tutorials, record presentations to include in synchronous and asynchronous lessons.
- ! Edgenuity: Platform is used to provide support in Math and ELA classes when needed as an intervention. Edgenuity also provides credit recovery for students and is available for students with extenuating circumstances or who need a more flexible schedule.

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

III: Engagement of Stakeholders in Ongoing School Improvement

- ! Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.
- ! How were stakeholders involved in developing the schoolwide action plan/SPSA?
- ! How were stakeholders involved in implementing and monitoring the schoolwide action plan/SPSA?
- ! How were stakeholders involved in the preparation of the progress report?

DEVELOPMENT OF SCHOOLWIDE ACTION PLAN, SPSA, LCAP

In a normal year ECHS holds a variety of meetings to provide opportunities for classified and certificated staff to review/discuss upcoming school decisions, provide suggestions, and debrief processes in order to refine them in the future. Key stakeholders participate in ECHS' recurring meetings by providing input, making recommendations, evaluating past decisions/processes, identifying critical priorities, presenting/reviewing research, providing feedback to school/teacher leaders, considering options for resource allocation, reflecting on program implementation, or holding colleagues accountable to common goals. Some of these recurring meetings are weekly Teacher PD, monthly front office & staff meetings, Principal+Instructional Coaches' meetings, weekly Instructional Leadership Team (ILT) meetings, weekly team meetings, bi-weekly department meetings, monthly Equity & Diversity Committee (EDC) meetings, quarterly School Site Council meetings, and quarterly ELAC meetings, which are offered once in the morning and again in the afternoon to increase parent participation and engagement. In addition to the regular meetings that staff members participate in, ECHS also involves staff members in the annual decision-making processes at the school. For instance, all staff members provide formal input and feedback on the school's SPSA and LCAP as part of the annual strategic planning process.

ECHS administration also solicits anonymous feedback from staff members at mid-year and the end of year to assist in identifying strengths, weaknesses, and emerging priorities in leadership, resource allocation, instructional materials, curricula, staffing, school climate, professional development, student programming, student services, etc. Responses are used to develop and refine the SPSA, schoolwide action plan, and LCAP.

IMPLEMENTATION AND MONITORING OF SCHOOLWIDE ACTION PLAN, SPSA, LCAP

ECHS is deeply invested in developing teacher leadership to ensure that all staff members feel a sense of shared responsibility and accountability for student learning. Additionally, teacher leaders (grade level team leaders, department chairs, and instructional coaches) play a wide variety of roles at ECHS, including planning and delivering teacher professional development, supporting with assessment and gradebooks, providing instructional coaching, advocating for equity and diversity, guiding grade level teams through the interdisciplinary design cycle, providing support with data analysis, and communicating with parents, identifying and recommending high quality external professional development opportunities, and researching and recommending new curricular materials and programs. Because of this, teachers play a major role in implementing and monitoring the goals and actions within the schoolwide action plan and LCAP.

Faculty and staff frequently review student achievement data whether it be standardized testing data such as CAASPP/IABs or local benchmark and learning target data provided to them every semester. Throughout an academic year, ECHS professional development sessions include assessment protocols, student work analyses, gradebook audits and analyses, and grade-norming sessions. At the beginning of every school year, departments

and grade-level teams receive and extensively review academic performance data from local, state and national assessments.

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

STAKEHODLER INVOLVEMENT IN PROGRESS REPORT PREPARATION

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

ECHS administration has been gathering and implementing parent and guardian feedback through informal and formal input, and students created a Student Representatives Groups in 20-21 to act as an advisory committee for administration. These groups and conversations have allowed for parents, students, and administration to have a common understanding of the school's program and create a community that supports student learning with input from all stakeholders. ECHS leadership collects feedback from parents annually through the administration of WestEd's CA School Parent Survey (CSPS). The parent survey is provided in the parent's home language. The ECS Data Manager provides user-friendly reports that help navigate stakeholder input using Tableau, an online data visualization tool. This data helps us understand critical elements of our vision, mission, and SLOs to understand where our program is not fulfilling the mission in the eyes of parents and students. And, we can easily see change over time. We believe this process, which allows us to triangulate qualitative data gleaned from meeting notes and meeting feedback, is effective as it allows everyone to weigh in on school goals and plans, regardless of whether they are participants in regular stakeholder meetings.

STAKEHOLDER INVOLEVEMENT DURING PANDEMIC

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. Because of the extraordinary circumstances created by the pandemic, we expanded our efforts to solicit stakeholder input in the spring 2020. In addition to moving our traditional engagement practices, such as parent meetings, the English Learner Advisory Committee, Board & Committee meetings, online, in early June we sent families, staff and students an online survey designed to gather feedback on distance learning-- how it worked and didn't work. We asked families to provide input on schedule, synchronous vs asynchronous instruction, and safety. We asked teachers to identify their distance learning challenges and their

strategies for improving student engagement. We asked students to share their biggest barriers to engagement in distance learning, how they learned best during distance learning, and to describe their social-emotional state.

These initial data sets were used to form working groups of teachers, classified staff and administrators. During July, each group was tasked with developing a different component of our plan ensuring learning continuity, attendance and safety in the fall. We determined it was likely we would spend a significant portion of the 20-21 school year in Distance Learning and therefore turned our attention to improving our capacity to teach remotely. We also knew the pandemic and social upheaval of the spring would be traumatic for many students, so one working group focused on addressing these additional student needs. After analyzing the survey data, each working group sought additional stakeholder feedback to refine planning for 2020-21 through interviews, roundtable discussions, and town halls. Despite the challenges of the pandemic, several of the town hall gatherings we held for our parents engaged more parents than in-person efforts in the past.

ECHS's communication plan has been comprehensive, conducting WestEd surveys to capture stakeholder feedback, using Facebook, Instagram, Twitter, YouTube and the ECS Website for broad messaging, Blackboard and ECS email for direct communications, softphone services from Google Voice for phone calls, and virtual meetings using Google Classroom and Zoom technologies. As an example of communication methods, large town hall-style meetings have been conducted through Zoom with parents and students, covering topics such as distance learning, mental health, Google Classroom, and grading policy. ECHS also held site-specific working groups with stakeholders, including teachers, counselors, and administrators. These groups used stakeholder feedback data from surveys and town halls to inform their work. These groups planned and executed attendance procedures, professional development for staff, student services, social/emotional supports, tiered interventions, and family engagement plans. Prior to starting the school year, ECHS held virtual town halls meetings, including zoom calls open to:

- ! -Parents (one session in August 2020; over 80 families attended),
- ! -Students (two separate sessions were offered to 9/10/ graders and 11/12 graders), and
- ! -Staff (two separate sessions were offered in July 2020)
- ! -Families of Students with IEPs (In September 2020)
- ! -Families of English Learners (In September 2020)

Feedback from these town halls were used to inform decision making for the school year and informed decision-making. !

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.
- Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.
- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.

CRITICAL LEARNER NEED #1: SENIOR THESIS PROJECT & ELA PROFICIENCY

After ECHS' WASC visit, administration and the English department worked to redesign the Senior Thesis Project, which required that all departments and teachers re-evaluated their department vertical alignments as well as each courses' scope and sequence in order to ensure that state standards and content were building upon each other and spiraling throughout the curriculum and grade levels in order to support student learning leading up to their pinnacle assessment, the senior thesis paper.

Goal Progress

- ! From Schoolwide Action Plan: By June 2021.... we hope to sustain or increase the following metrics:
 - o! *100% students receive mentoring 5 or more times throughout the thesis process - met
 - o! *Increase senior thesis first round passage rates from 19% to 20% or higher and maintain or increase our second round passage rates from 59% to 60% or higher - met
 - o! *Maintain 70% or increase on ELA CAASPP score – met (as of last CAASPP; 71% in 18-19)
 - o! *Maintain or increase 97% college acceptance rate – met (98% in 19-20)
 - o! *80% of alumni surveyed report correlation between senior thesis and college readiness – not applicable; survey not yet created
 - o! *Sustain or increase Designing Assessment Best Practice Teacher Rubric score at 3.6 – not applicable (no teacher evaluation in 19-20 or 20-21 due to pandemic)

Teacher Development

In 2018-2019 the assistant principal of instruction collaborated with the California Performance Assessment Collaborative (CPAC) and presented professional development for all staff on the Senior Thesis Paper, including historical data, nationwide data, and college writing centers data. This allowed staff to gain deeper context and understanding of the paper. That year there was also time for departments to re-visit their vertical alignments and scope & sequences in order to identify major themes that were taught in each course. Students then chose their thesis topics based on those major themes; this shift allowed for all teachers at ECHS to become student mentors during the writing process rather than relying solely on the English department.

In 2019-2020 ECHS provided extensive professional development on Reading Apprenticeship (RA) to build a school wide pedagogy for reading and emphasized that every teacher is a reading teacher, and literacy is the responsibility of everyone in every department. Teachers completed goal cycles with an instructional coach focusing on Designing Assessment, and department time was dedicated to conducting data analysis, student work analysis, & assessment analysis.

Student Supports

In 18-19 ECHS hired two part-time writing interns to support students in writing, editing, and passing their thesis papers. Starting in 19-20 all English Learners were enrolled in a Senior Thesis writing support class, and in 20-21 any student who didn't pass the paper was placed into the support class. Because of the pandemic, the senior thesis was moved back to the English 12 classroom to ensure that students had equitable supports and mentorship during the writing process. The paper was also shortened to 5 pages in order to accommodate students and their responsibilities outside of school during the pandemic.

Additionally, the class of 2021 looped with their English teacher, who is also the English department chair, from their sophomore year to their junior year. This looping allowed the teacher to closely monitor their progress in relation to the pinnacle assessment over the course of two years and collaborate closely with the senior teacher in order to understand the accommodations and needs each student had by the time they arrived in English 12.

Impact on Student Learning

The percentage of students that have passed the senior thesis paper by the second round of grading in November has drastically increased over the past three years. (Copy of Senior Project Scores [Here](#))

Academic Year	Round 1 (November)	Round 2 (December)	Round 3 (Semester 2)	Percentage Passed by Round 2 Goal: 80%	Percentage Not Passed By EOY
2018-2019	13%	40%	31%	53%	12%
2019-2020 (Semester 2: Distance Learning)	29%	42%	25%	71%	4%
	Round 1 (October)	Round 2 (December)	Round 3 (Semester 2)	Percentage Passed by Round 2 Goal: 80%	Percentage Not Passed by EOY
2020-2021	45%	36%	TBD	81%	TBD

Because of the pandemic, some students are not attending the senior thesis support class, which makes it difficult for existing supports to be effective. ECHS has recently started to bring small groups of students back to campus, and hopefully prioritizing seniors in the coming weeks will allow for students who are behind to catch up and get back on track to finish their paper and senior project in order to graduate.

CRITICAL LEARNER NEED #2: CONTINUE TO STRENGTHEN COLLEGE AND CAREER READINESS THROUGH AP PASSAGE RATES

In 2017-2018 the AP European History teacher advocated for switching to AP World History in order to be more culturally relevant and responsive, especially for our specific student demographic. ECHS purchased new textbooks for both AP Calculus and AP World history in order to provide AP-aligned materials and curricula. Additionally, ECHS' testing coordinator's role shifted during second semester of 19-20 in order to prepare teachers, staff, and students for the online modified AP exams that were given during school closures. Because of the coordinator's logistical planning and communication with all stakeholders, including parents, all students who wanted to take the AP were given proper technology, including Chromebooks, headsets, microphones, and hotspots in order to ensure the test was accessible while students completed them at home.

Goal Progress

From Schoolwide Action Plan: By June 2021...

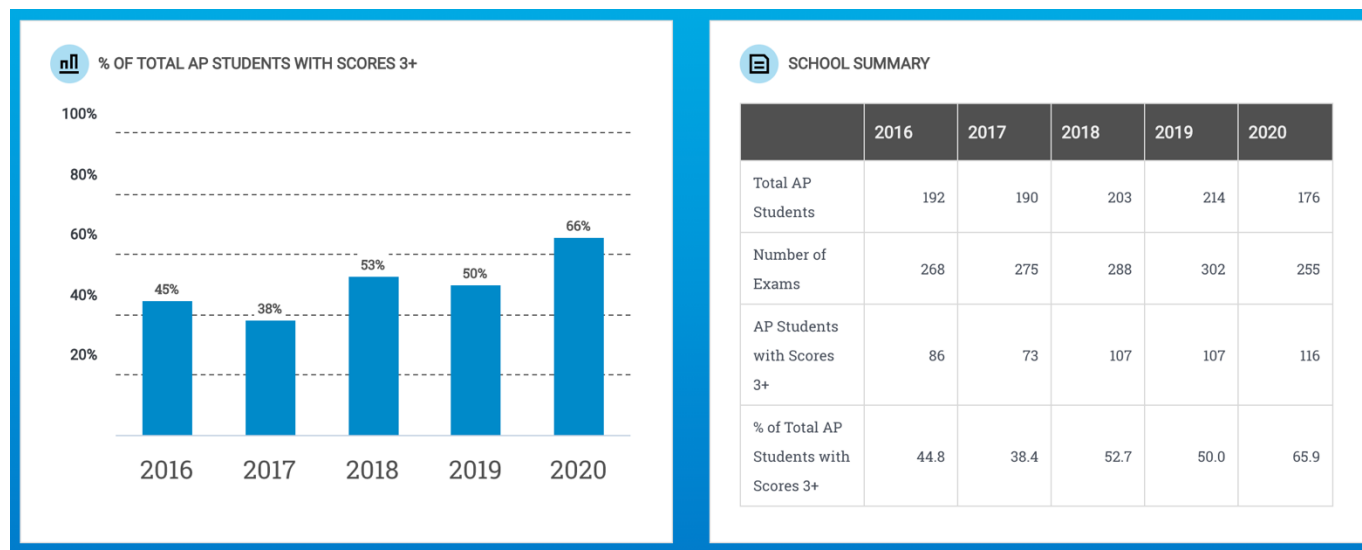
- 56.4% of all AP students will score a 3 or higher – met (65.9% in 2019-2020; note: this was a shortened version of the exam due to pandemic).

Teacher Development

Starting in the 2018-2019 school year ECHS started to intentionally send teachers to AP conferences on an annual basis; previously AP conferences were optional professional development opportunities. This allowed for AP teachers to receive the most current information and best practices around the exam for their courses. In 2018-2019 ECHS hired two first-year Spanish teachers, and in 2019-2020 they started teaching AP Spanish Language and Culture and AP Spanish literature. In 2020-2021 ECHS hired a new AP Environmental Science teacher. He attended an AP conference virtually, and he was also assigned to work with an environmental science teacher on special assignment in order to collaborate and plan content. All AP teachers worked with an instructional coach for support in planning, lesson delivery, and assessment during the 2019-2020 school year.

Impact on Student Learning

In 2019-2020 ECHS had its highest AP passage rate in five years.



ECHS has recently started to bring small groups of students back to campus, and hopefully in April and May we will have opportunities for students to come to campus to review with their AP teachers and classmates in order to prepare for their upcoming exams. Because many students have reported internet connectivity issues, tech issues, responsibilities at home outside of school, and lack of quiet work space at home, ECHS will also be providing the opportunity for any student to test from campus in order to have a quiet testing environment; this is one way ECHS is trying to be responsive to students' needs and maximize accessibility.

AP scores may decrease significantly for 20-21 school year because collegeboard is requiring students to complete the full-length test despite the pandemic and its disproportionate impact on low-income communities of color, which is the demographic that ECHS serves. Because of the limitations of distance learning and the decreased pace of content delivery, ECHS will have to engage in thorough data analysis in order to understand implications for students enrolling in AP classes next year as well as what supports can be provided for students who are unable or unwilling to test this year and wish to test next year, when presumably students and families will feel safer returning to campus.

CRITICAL LEARNER NEED #3: CONTINUE TO STRENGTHEN COLLEGE AND CAREER READINESS THROUGH MATH PROFICIENCY

In 2017-2018 the ECHS math department did a deep dive into its vertical alignment and each individual course scope and sequence in order to better understand which concepts were being taught throughout a student's math career at ECHS. Through this work it became apparent that teachers were pulling from a variety of resources and textbooks in order to create their own curriculum, and it also became apparent that there were inconsistencies in how content was being covered and reviewed throughout the department and from one course to the next. Another problem that arose was sustainability because when a teacher left, the curriculum they created left with them, so training a new teacher to understand all the other courses in order to inform how they would teach theirs was a large task to take on. In 2018-2019 the math department identified the need to switch to a curriculum that was more streamlined for integrated math 1 through integrated math 3 (Accelerated math 9 &10) and began a review process of potential textbooks to meet that need. By the end of the school year the Director of Curriculum and Instruction decided to move to OpenUp/MVP math so the high school would be aligned with the two ECS middle schools math curriculum. This was important because in 2017-2018 ECMS students received higher priority in the ECHS lottery and, therefore, started to compose a larger portion of the incoming freshmen class than they had before.

Goal Progress

By June 2021...

CAASPP Math

- 46.2% of all students are meeting/exceeding standards in math on the – not met. Proficiency increased from 33% in 2017-2018 to 37% in 2018-2019. CAASPP was not administered in 2019-2020.

CAASPP.

- Schoolwide CAASPP Distance from Level 3 is 27.7 by 2021

Teacher Development

As a department, teachers decided to do a slow roll out of the MVP curriculum, starting with the Integrated math 1 courses. In 2018-2019 two math 1 teachers worked with the math instructional coach to create common assessments; then in 2019-2020 those two teachers worked to create common pacing guides while piloting the new math curriculum. In 2019-2020 ECS hired a math specialist to support with the implementation of the new math curriculum as well as the collaboration between the math 1 teachers to further align the math 1 courses. In 2020-2021 the math specialist is now collaborating with all three teachers of math 1 students to align their content and delivery, so all students will enter math 2 with a common understanding. In previous years students coming from the math 1 classes had learned different content and had learned different approaches based on who their teacher was; this made it increasingly difficult for subsequent math teachers to gauge what their students had and hadn't learned and required more differentiation and re-teaching.

Student Supports

After recognizing a trend in seniors not being on track to graduate because of failing math courses, in 18-19 ECHS allocated one of the math teachers to teach a math intervention course that specifically supported juniors and seniors in need of passing a third year of math in order to obtain their A-G requirements. In 2020-2021 ECHS had one of its paraprofessionals lead a math intervention class after regular distance learning hours in order to support the students who were most struggling, as determined by a data analysis completed by the ECS math

specialist. ECHS also retained an additional math teacher who was a long term sub for a math 1/calculus teacher; this allowed for extra student supports in the math 1 classroom.

Impact on Student Learning

Although proficiency in math increased from 33% in 2017-2018 to 37% in 2018-2019 overall, the charts below still show a discrepancy in the proficiency rates of Black/African American students, Students with Exceptionalities, and English Language Learners compared to the overall student group (Copy ECS Strategic Priorities Benchmark Chart [Here](#)).

Black/African American Students						
Math	Proficiency Gap			Growth Gap		
	2019	2018	2017	2019	2018	2017
ECHS	-21%	+6%	-35%	+7.4	-17.6	n/a

Students with Exceptionalities						
Math	Proficiency Gap			Growth Gap		
	2019	2018	2017	2019	2018	2017
ECHS	-41%	-8%	-10%	-3.6	-17.5	n/a

English Learners						
Math	Proficiency Gap			Growth Gap		
	2019	2018	2017	2019	2018	2017
ECHS	-35%	-28%	+6%	+9.6	+7.7	n/a

Because of the pandemic, CAASPP was suspended for 2019-2020; however, ECHS plans on administering CAASPP in the Spring of 2021, which will potentially provide data that provides insight into students' understanding of the mathematics standards. ECHS will also be looking at internal data to inform planning and teaching to meet students' needs in the upcoming years and what types of shifts and/or interventions will be needed in order to respond to students' needs, which have been deeply affected by the pandemic and the limitations of distance learning. Additionally, ECHS is planning to bring back the math intervention course that specifically supports juniors and seniors who need to pass a third year of math in order to obtain their A-G requirements; this will support more students in acquiring the necessary credits and requirements in order to be considered college-ready and have the ability and option to apply to and enroll in a four-year university immediately after high school.

!

CRITICAL LEARNER NEED #4: IMPROVE SCHOOL CLIMATE AND STUDENT SENSE OF CONNECTEDNESS

In 2018-2019 ECHS centered the book *Teaching for Black Lives* in all staff PD in order to be responsive to our Black students, who on several measures including attendance, suspension, student attrition, graduation and college attendance rates, have not thrived. This caused ECHS administration to interrogate its discipline practices, and the instructional leadership team decided to move away from the progressive discipline plan and toward restorative practices in order to address student conflict and behaviors in a more humanizing, dignified way. ECHS' principal, assistant principal of student services, counselor, and on-site MFT all attended restorative justice practices trainings in the Spring semester of 2020; however, within weeks, ECHS had to close its door because of the pandemic. Since closing in March of 2020, discipline has not been an issue or focus, so this action has been put on hold.

In addition to quantitative data for some of the metrics mentioned above, ECHS has also gathered ample qualitative data about Black students reporting feelings of under-representation and isolation. Similarly Black employees have reported that they are not given the same opportunities for growth and development as others. While ECHS has focused more on these measures and provided more resources and PD than most schools in our local communities, we acknowledged that ECHS is nevertheless situated within a historical context and is not immune to the biases and structural inequities that have disenfranchised the communities we serve. As a green School in Los Angeles working with predominantly low-income students and communities of color, ECHS knows that the destruction of our living environment and environmental racism is connected to the destruction of Black lives, so in 20-21 ECHS committed to responding proactively and changing the structures and processes within our school that undermine our efforts to educate and empower students. ECHS also identified the need to critically examine its practices with an eye to continual growth, modeling the lifelong learning and critical thinking that will empower students to be quality stewards of their communities and world. It is our hope that by designing an education system that meets the needs of Black students, we will meet the needs of all students; and that all students will become stewards of this work.

ECHS believes that in prioritizing this work, the school climate data also will improve because students will feel safe, connected, honored, and nurtured at ECHS.

Goal Progress

By June 2021...

- ! Health and Safety (Mental and Physical Health and School Safety and Substance Abuse Indicators on CHKS) indicators will increase to 88.5% - not met; average score for these indicators was 84.31 in both 2018 and 2019
- ! Connectedness (School Engagement and Supports on CHKS) indicators will increase to 59% - not met; average score for these indicators was 35.17% in 2018 and 41.83% in 2019. However, there was about 6% growth between those two years.

SLOs

- ! College Readiness (Motivation and Progress Indicators on CHKS) indicators will remain at 80% or higher – met; average in 2018 was 76.33, and in 2019 the average increased to 81.67%
- ! Discover Sense of Purpose (CHKS) indicators will increase to 74%- not met; average score for these indicators was 61.6% in 2018 and 67.4% in 2019. However, there was about 6% growth between those two years.

- ! Stewards of Community (Community Steward and Environmental Steward indicators on CHKS) indicators will increase to 64% and 66% respectively – not met. not met; average score for these indicators was 57% in 2018 and 62% in 2019. However, there was 5% growth between those two years.

Teacher Development

During the fall and winter of 20-21, ECS collaborated with Dr. [Kenjus Watson](#) and his colleague 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. Below are some of the sessions that were provided to ECHS staff:

Anti-Racist Teaching Panel featuring ECS Educators, Introduction by Sara and Jessica Diaz

This summer's social and political uprisings in response to the murders by police of George Floyd and countless others steered the national discussion around our responsibility to end white supremacy and anti-Blackness, and challenged all institutions, businesses, and communities to respond with commitments to racial justice. For schools, this means understanding 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. It also 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.

This [panel discussion](#), framed by Nylah Smith, ECHS Alum, Writing & Research Intern and Black Student Union Education Advisor and moderated by Sara Diaz, ECHS Social Justice & Equity Coach, highlights educators within our own ECS community, who come from different content areas, have a distinct approach to planning, and yet all engage in an antiracist pedagogy. As you listen to our colleagues share their perspectives and discuss their practice, what you will learn is:

- Elements of an antiracist syllabus
- Ideas on how to intentionally and strategically choose text
- Ideas for activities
- Ideas for summative assessments
- The importance of relationships and community building

Panelists: Francisco McCurry, Alexis Richmond, Nylah Smith, Danielle Kelsick, Sara Diaz and Jessica Diaz

You can find the artifacts referred to by panelists in the video in this [resource folder](#).

We are all in different places when it comes to how we approach planning and how we infuse anti-racist practices into our curriculum and classrooms. However, our collective commitment and work is required in order to provide young people an education that is rooted in anti-racism, equity, and love. We challenge you to think of the different entry points presented and find a way that is authentic to you and your discipline. Each discipline can give students the tools needed to engage in social movements and to craft more just and hopeful futures.

Colorism & Everyday Racism with Julie Vo

Julie Vo, our Development leader, participated in a panel addressing anti-Blackness in the Asian Pacific Islander (API) community - specifically on the topic of colorism. She represented herself but also the [CA Healthy Nail Salon Collaborative](#) on which she serves as a Steering Committee member. As part of her presentation, she invited ECHS 2019 alum, Kianna Kinsey, to join her and speak about her experiences as a multiracial Black-Japanese young person. Kianna and Julie are the final speakers and their talks start at 35:30, though all the speakers are powerful: [Colorism & Everyday Racism: Where is anti-Blackness in our Daily Lives?](#)

Student Supports

During distance learning, one of [ECS' Best Practices](#) focuses on cultivating engaging learning communities. National data on student engagement as well as ECS survey data reveals that students feel bored, isolated, disconnected, and in many cases, depressed. It is therefore incumbent on teachers to create supportive (and fun!) learning communities online through community building, SEL topics, and opportunities for students to interact with one another while accessing learning. In addition, teachers are, for many students, their only portal to understanding this historical moment, making it critical that teachers attend to students' need to understand the world right now. This might include reacting to news, reading culturally relevant texts, supporting critical thinking, and/or talking about personal experiences and feelings. Teachers were provided PD on best practices for distance learning, including navigation of technology and utilizing digital platforms to support student engagement and interaction.

Additionally, 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 pre-requisite skills or knowledge? Is the student not submitting work?
- ! Distance Learning: Is the student struggling to participate in DL because of technology or life circumstances?

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

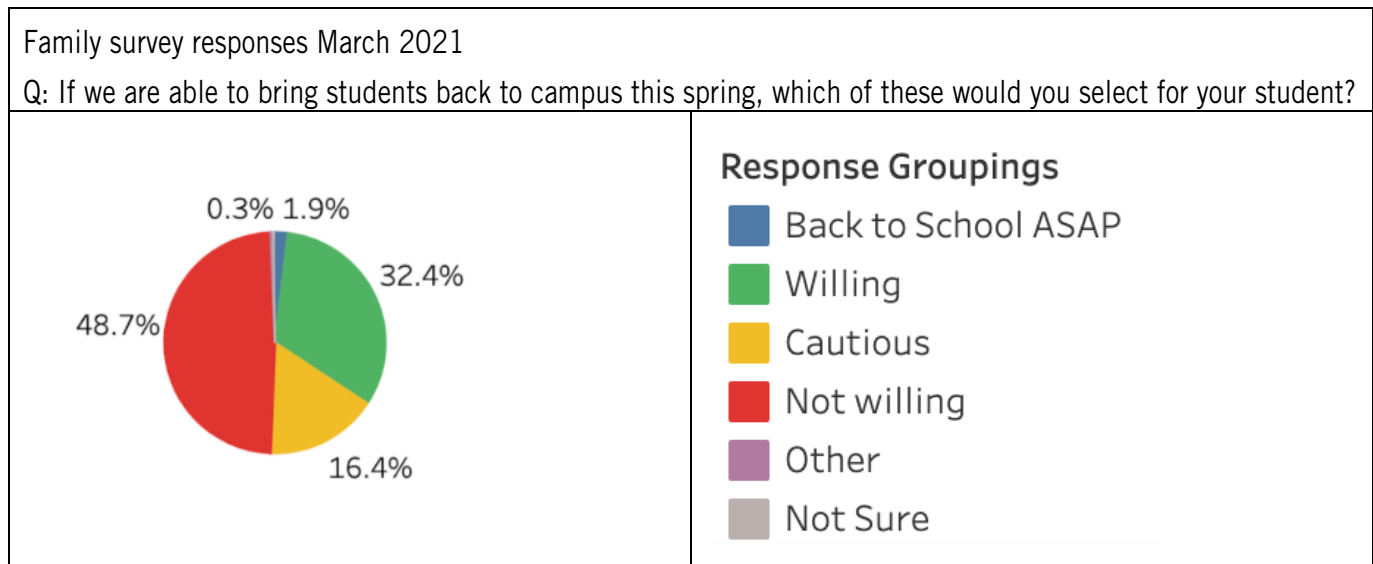
Furthermore, a group of ECHS teachers led monthly Teaching For Black Lives PDs during 20-21, and topics ranged from how to incorporate and honor Black students' cultures and identities to how to incorporate Black joy into instruction. ECHS instructional coaches and administrators have led department chair trainings to help support this work and ensure that the information and knowledge shared in PD gets implemented throughout the school and in all disciplines. (Please see [Department Chair Training Slides Deck](#) for examples of how incorporating Black joy is being implemented in classrooms and department work)

Impact on Students

Because of the pandemic CHK was suspended for 2019-2020, and the organization has not yet determined if CHKS will be administered in 2021 either. However, ECHS will be looking at internal data to inform planning to

meet students' needs in the upcoming years and what types of shifts and/or interventions will be needed in order to respond to students' needs, which have been deeply affected by the pandemic and the limitations of distance learning

ECHS has recently started to bring small groups of students back to campus, and hopefully in May we will have opportunities for students to socialize and build community with each other and their teachers. Although there is not yet a concrete plan for how returning to campus will look, ECHS is hoping that students will spend time in-person on campus focusing on re-connecting with their peers, teachers, and identities as ECHS students. At the time of this writing (March 2021), about half of families are unwilling to allow their students to return to campus, and 16.4% feel cautious about having their students back on campus.



The pandemic has brought an onslaught of social and emotional challenges for students, and because ECHS students were reporting low levels of connectedness and safety *prior* to the pandemic, ECHS will need to be very careful and strategic about planning a gradual reopening that prioritizes students' physical, emotional, and mental wellness. ECHS will consider re-evaluating its advisory programming, as suggested by the WASC visiting committee. This will require collaboration and planning with all stakeholders, including staff and students, so ECHS can begin to ameliorate the problems that students have consistently shared over time.

V: Schoolwide Action Plan/SPSA Refinements

- Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include the school's most recent schoolwide action plan/SPSA.

Identified Critical Learner Need #1:

To increase the passage rate on the Senior Thesis Project to 80% by the second submission date (December).

To improve the percentage of students who are proficient (standards met) as measured in the ELA CAASPP >70%.

School Goal #1:

By June 2018...

- *100% English, Science, Social Science, Spanish, & College Prep Teachers will attend Reading Apprenticeship workshop (Fall 2017 and follow up coaching throughout 17-18 school year)
- *100% students receive mentoring 3 or more times throughout the thesis process
- *Increase senior thesis first round passage rates from 14.7% to 15% or higher and increase our second round passage rates from 56.5% to 57% or higher
- *Maintain 70% proficiency or higher on ELA CAASPP
- *Maintain or increase 97% college acceptance rate
- *60% of alumni surveyed report correlation between senior thesis and college readiness
- *Increase Designing Assessment Best Practice Teacher Rubric score from 3.1 (midyear 16-17) to 3.4 (end of year 17-18)

By June 2019...

- *100% students receive mentoring 4 or more times throughout the thesis process
- *Increase senior thesis first round passage rates from 15% to 17% or higher and increase our second round passage rates from 57% to 59% or higher
- *Maintain 70% proficiency or higher on ELA CAASPP
- *Maintain or increase 97% college acceptance rate
- *70% of alumni surveyed report correlation between senior thesis and college readiness
- *Increase Designing Assessment Best Practice Teacher Rubric score from 3.4 (June 2018) to 3.5 (June 2019)

By June 2020....

- *100% students receive mentoring 5 or more times throughout the thesis process
- *Increase senior thesis first round passage rates from 17% to 19% or higher and maintain or increase our second round passage rates from 59% to 60% or higher
- *Maintain 70% or increase on ELA CAASPP score
- *Maintain or increase 97% college acceptance rate
- *80% of alumni surveyed report correlation between senior thesis and college readiness
- *Increase Designing Assessment Best Practice Teacher Rubric score from 3.5 (June 2019) to 3.6 (June 2020)

By June 2021.... we hope to sustain or increase the metric

- *100% students receive mentoring 5 or more times throughout the thesis process
- *Increase senior thesis first round passage rates from 19% to 20% or higher and maintain or increase our second round passage rates from 59% to 60% or higher
- *Maintain 70% or increase on ELA CAASPP score
- *Maintain or increase 97% college acceptance rate
- *80% of alumni surveyed report correlation between senior thesis and college readiness
- *Sustain or increase Designing Assessment Best Practice Teacher Rubric score at 3.6

By June 2022...we hope to sustain or increase the metrics

- *100% students receive mentoring 5 or more times throughout the thesis process
- *Increase senior thesis first round passage rates from 19% to 20% or higher and maintain or increase our second round passage rates from 59% to 60% or higher
- *Maintain 70% or increase on ELA CAASPP score
- *Maintain or increase 97% college acceptance rate
- *80% of alumni surveyed report correlation between senior thesis and college readiness
- *Sustain or increase Designing Assessment Best Practice Teacher Rubric score at 3.6

Data Used to Identify this Goal:

ECHS has consistently seen low passage rates on its culminating assessment, the Senior Thesis Project. ECHS administrators and staff will work to redesign the Senior Thesis Project, and all departments and teachers will re-evaluate their department vertical alignments as well as each courses' scope and sequence to ensure that state standards and content are building upon each other and spiraling throughout the curriculum and grade levels

We have used the following data to identify this goal:

[Senior Thesis Passage Rates](#)

[SBAC score distribution- Past 3 years](#)

Historical Data: Correlation between NWEA, ELA CAASPP and Thesis Passage ([Slide 1](#) & [Slide 2](#))

[Best Practice Teacher Rubric Scores](#): 2C Designing Assessment

Findings from the Analysis of this Data:

Historically, ECHS' ELA CAASPP scores have been successful, reaching 68% proficiency with the graduating class of 2016, and 70% proficiency with the graduating classes of 2017 and 2018. In these years, ECHS also noticed around a 70% passage rate after the first two submission dates for the internal assessment, Senior Thesis. Analyzing this internal and external assessment showed that the students scoring proficiency on the ELA CAASPP in their 11th grade year were the same students scoring proficiency on the Senior Thesis their 12th grade year. Looking at NWEA scores from these cohorts beginning in their 9th grade year revealed that the 30% of students scoring lowest in their Reading MAP score were the same students not reaching proficiency on the CAASPP or the Senior Thesis. When ECHS went further into the NWEA scores we noticed that the top 10-15% of the 9th grade cohorts (those scoring above the national norm on NWEA's Reading MAP assessment) were the same students scoring Advanced on the ELA CAASPP and were passing Senior Thesis the first round. This led us to believe we could be better prepared to support these students earlier on in their academic career at ECHS to ensure students are not only finding success on our thesis project, but on external assessments as well, and are fully prepared for college.

How the school will Evaluate the Progress of this Goal:

We have created a Redesign team of administrators and teacher leaders who will evaluate this process at different points. Data such as NWEA scores, CAASPP scores, thesis scores will be analyzed each summer to plan for the following year. Surveys, observation scores, and internal student work and assessment analysis results will be analyzed mid year and end of year. If benchmarks are not being met, the administration, along with the Director of Curriculum and Instruction will provide additional support. We will report the senior thesis passage rate on our LCAP as a college readiness metric as well.

Action Steps to Support Goal: (Note: Action steps and timelines may change based on student data and stakeholder feedback)	Timeline/ Term	Responsible Parties	Funding Source
Teacher Development		Principal	<ul style="list-style-type: none"> • Base • LCFF

<p>*Professional Development on Senior Thesis (historical data, nationwide data, college writing centers data)</p>	<p>Began Fall 2017 and will continue yearly.</p>	<p>Assistant Principal</p>	<ul style="list-style-type: none"> Title II
<p>*Professional Development on Reading Apprenticeship (RA) to build school wide pedagogy for reading. Will assess annually.</p>	<p>RA Training summer 2017 and follow up/reassess throughout year.</p>	<p>Director of Curriculum & Instruction</p>	
<p>*Professional Development on Designing Assessment</p>	<p>Tuesday & Thursday morning 2017-18 school year.</p>	<p>Instructional Coaches</p>	
<p>*Department Time for student work analysis & assessment analysis</p>	<p>Bi-monthly continuously</p>	<p>Teachers</p>	
<p>*Collaborate with California Performance Assessment Collaborative (CPAC)</p>	<p>Reassess annually</p>	<p>UCLA Center X ELA Coach</p>	
<p>*100% teachers complete goal cycle with instructional coach around Designing Assessment (goal set, progress monitor, evidence gather, reflection)</p>	<p>Tuesday & Thursday morning 2017-18 school year; UCLA Center X and UCLAMP coaches contracted 2017-18. Follow up in departments.</p>		
<p>*Professional Development on vertical alignment, scope & sequence work (ongoing)</p>	<p>Joined CPAC in 2017-18 and plan to collaborate as long as the group is offered.</p>		
<p>*Professional Development on Best Practices for Distance Learning including utilizing digital platforms to support student engagement and</p>			

interaction. (ongoing for span of distance learning)			
<p><u>Thesis Project Supports</u></p> <p>*All English Learners are enrolled in Senior Thesis writing support class</p> <p>*All Students with Special Needs receive 1-1 support throughout project in tutoring</p> <p>*100% students receive a teacher mentor for the project</p> <p>*Students meet with mentors at least 3 times throughout project</p> <p>*Checklists and timelines are created and shared with students throughout process</p> <p>*All departments align critical reading and argumentative writing to thesis rubric</p> <p>*English Department aligns writing rubrics to the CAASPP Argumentative writing rubric & the thesis rubric</p> <p>*During distance learning 20-21:</p> <ul style="list-style-type: none"> •! move senior thesis into English 12 	<p>Class is enrolled in 2017-18 and revised yearly.</p> <p>Supports implemented 2017-18 and revised yearly. Began implementation Fall 2017.</p> <p>Began implementation Fall 2017 and increase each year. Began implementation Fall 2017 and revised yearly. Began 2017-18 in PD and continue until finished.</p> <p>Began 2017-18 with aligning thesis rubric to CAASPP and will continue with other rubrics until finished.</p>	<p>English Teacher</p> <p>Principal</p> <p>Assistant Principal</p> <p>Data Manager</p>	<ul style="list-style-type: none"> • Base • LCFF • Title I • Title II

<ul style="list-style-type: none"> •! shorten paper to accommodate students during pandemic •! create senior thesis support class for students who don't pass by round 2 <p>* For 21-22 school year, adjust senior paper based on Senior Thesis Planning Document (Option 1) in order to meet needs of students who went through multiple years in DL</p>			
<p><u>Data Analysis</u></p> <p>*Departments analyze ELA CAASPP and NWEA Reading scores</p> <p>*Scores for subgroups are examined and target goals are set with departments</p> <p>*Protocols such as student work analysis and assessment analysis are used within departments</p> <p>*Surveys to staff, students, alumni informs decisions</p> <p>*Continue to analyze senior thesis passage rates and adjust supports accordingly</p>	<p>CAASPP scores yearly in summer PD; NWEA scores 3 x's year.</p> <p>CAASPP scores yearly in summer PD; NWEA scores 3 x's year.</p> <p>Began in 2017-18 with 1x/semester and will increase to 4 x's/semester by 2021.</p> <p>Yearly (during, and post thesis project).</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Data Manager</p> <p>Data Coach</p> <p>Departments</p>	<ul style="list-style-type: none"> • Base • LCFF • Title I

Identified Critical Learner Need #2:

Improve College readiness by strengthening the AP Passage rates

School Goal #2:

By June 2018...

- 41.4% of all AP students will score a 3 or higher

By June 2019...

- 46.4% of all AP students will score a 3 or higher

By June 2020....

- 51.4% of all AP students will score a 3 or higher

By June 2021...

- 56.4% of all AP students will score a 3 or higher

By June 2022...

- 61.4% of all AP students will score a 3 or higher

By June 2023...

- 66.4% of all AP students will score a 3 or higher

Data Used to Identify this Goal:

- [AP five-year school score summary report](#) (Collegeboard)
- [College/Career Report from CA Dashboard](#)

Findings from the Analysis of this Data:

AP

The percentage of students scoring 3 or higher on AP exams has grown over time; however, the percentage has fluctuated significantly from year to year. Students' scores are highest on the Spanish Language and Culture exam while AP Euro and AP US history scores remain low.

How the school will Evaluate the Progress of this Goal:

ECHS administrators and the Instructional Leadership Team look at AP scores and other student performance data such as course passage rates every summer, when they are released. The data is entered into the [Official LCAP Metrics Google Sheet](#), where all data

pertaining to LCAP and State Priorities are stored. The ECHS administration meets with the data manager to create visualizations and reports to compare data. Administrators also meet with other ECS instructional leaders during the summer cabinet retreat to analyze the data and use it to inform the planning of professional development and goal setting for the school site, departments. The data is also shared with school site council every year, and SSC uses the data to inform schoolwide decisions, LCAP and SPSA goals, and resource allocation. Data analysis and findings are shared with staff throughout the year to inform planning and instruction as well as teacher goal setting.

Action Steps to Support Goal: (Action steps and timelines may change based on student data and stakeholder feedback)	Timeline/ Term	Responsible Parties	Funding Source
<p><u>CURRICULAR PLANNING</u> ECHS will implement:</p> <p>1.! Diagnostic exams and summer homework will be assigned for all AP courses the summer prior to taking the course. student achievement data on these assignments will be used to inform instruction, planning, and differentiation during the school year</p>	<p>1.! June 2018, June 2019, June 2020</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Director of Curriculum and Assessment • Testing Coordinator • Math Department • Assessment and Accountability Administrative Assistant • AP course teachers 	<ul style="list-style-type: none"> • Base • LCFF • Title I
<p><u>PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL CHANGES</u></p> <p>1.! All AP teachers will attend AP conference and additional AP workshops to build content knowledge and stay current with requirements and Advanced Placement best practices</p> <p>2.! AP teachers will continue to develop diagnostic exams and formative assessments that accurately gauge student achievement and progress toward success on AP exams</p> <p>3.! AP teachers will continue to refine summer readings and assignments, so students receive necessary enrichment/remediation aligned to AP courses</p>	<p>1.! Started July 2017- ongoing July 2018 and July 2019</p> <p>2.! Started July 2017 – ongoing</p> <p>3.! Started July 2017- ongoing</p> <p>4.! Monthly meetings Started Fall of 2016,- Ongoing Fall 2017, 2018, 2019</p>	<ul style="list-style-type: none"> • Principal • Director of Curriculum and Instruction • Math Department • Instructional coaches • Data Coach and Data Manager • ELD Coordinator 	<ul style="list-style-type: none"> • Base • LCFF • Title I • Title II

<p>4.! Equity and Diversity Task Force will continue meeting on a monthly basis to analyze data and identify areas of inequity and find ways to close achievement gaps of specific subgroups of students</p> <p>5. ECHS will continue collaboration with the CARPE partnership (5 year partnership to support Black and Latinx students with attending 4-year universities)</p>			
<p><u>INSTRUCTIONAL COACHING CYCLE AND TEACHER DEVELOPMENT SYSTEM</u></p> <p>1.! All teachers will work with their instructional coach and participate in the ECHS instructional coaching cycle, which includes:</p> <ul style="list-style-type: none"> 1.! goals setting 2.! mid-year goal progress 3.! end-of-year self-reflections 4.! one formal observation cycle per semester 5.! two or more mini walkthrough observations per semester <p>2.! All teachers will be evaluated annually by administration; these evaluations coupled with student achievement data will inform professional development planning for the following year</p>	<p>1.! Started August 2017, Ongoing- 2018, 2019</p> <p>2.! Completed by June 2018, 2019, 2020</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Director of Curriculum and Assessment • Instructional Coaches • Teachers 	<ul style="list-style-type: none"> • Base
<p><u>MODIFICATIONS TO MASTER SCHEDULE</u></p> <p>1.! Each year students will take College Readiness courses to develop study & test-prep skills in order to prepare for college.</p> <p>2.! Math department and administration will evaluate student achievement data mid year and at the end of the year to project course placement (for example, moving between non-native, native, and AP courses); this will inform master schedule planning for following year</p>	<p>1.! February and May 2018- Ongoing 2019, 2020</p> <p>2.! August 2018- ongoing 2019, 2020</p> <p>3.! May-July 2018, 2019, 2020</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Dean of Student Services • Counselors • Math Department • English Department • AP teachers 	<ul style="list-style-type: none"> • Base • LCFF

<p>3.! Master schedule will be adjusted annually according to number of students opting into enrolling in AP courses; AP courses are available to all students at ECHS</p>			
<p><u>ACADEMIC SUPPORTS:</u> 1.! ECHS counseling team will tend to students' academic needs and ensure college and career readiness by providing the following: 1.! Academic and Graduation Progress monitoring 2.! Internships, Job Shadows, and Community Service Opportunities 3.! College and Financial Aid counseling and guidance 4.! Implementing SST process and working with grade level teams to provide necessary interventions for at-risk or low-performing students 2.! All teachers will continue offering at least one hour weekly outside of regular school hours for students to receive tutoring in their content courses</p>	<p>1.! Started August 2017- Ongoing throughout school year and during Summer- 2018, 2019 2.! Started August 2017- Offered year-round. Ongoing- 2018, 2019</p>	<ul style="list-style-type: none"> • Counselors • Dean of Student Services • Principal • Math Lab teacher • Math department • Teachers 	<ul style="list-style-type: none"> • Base • LCFF
<p><u>ASSESSMENT, DATA COLLECTION & ANALYSIS, AND PROGRAM EVALUATION</u> 1.! 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. 2.! ECHS will develop a more comprehensive long-term plan for the AP program that includes more professional development opportunities for AP teachers, additional instructional coaching specifically for AP teachers, annual program evaluation based on AP teacher feedback, student performance data, and other stakeholder feedback</p>	<p>1.! Ongoing throughout year- 2017, 2018, 2019 2.! Completed by April 2018, 2019, 2020 3.! Start 2020-2021 and revisit annually</p>	<ul style="list-style-type: none"> • Data Manager • Director of Curriculum and Instruction • Data Coach • Instructional Leadership Team (Principal, Assistant Principal, Director of Curriculum and Instruction, Dean of Student Services) • AP teachers • Students • All ECHS staff 	<ul style="list-style-type: none"> • Base • LCFF • Title I

<p>3.! ECHS will create space for staff to interrogate what it means to be a college prep school and imagine ways to combat the harm that can happen especially for students of color in the college prep process and once they arrive in universities, which are predominantly white institutions.</p>			
<p><u>SUPPORTS FOR FAMILIES</u> ECHS will provide the following events, communications, and workshops in order to help parents/guardians understand how to support their students in being college and career ready and get feedback to best serve students and their families: 1.! Course placement policy communication 2.! Parent Conferences (data share out- PSAT, SAT, NWEA, etc.) 3.! Families of ECHS 4.! Data share out at SSC/ ELAC</p>	<p>1.! Completed September 2017 annually- ongoing 2018, 2019 2.! Three times per year: August 2017, 2018, 2019 October 2017, 2018, 2019, March 2018, 201, 2020 3.! Workshops and events offered monthly -Started October 2017- Ongoing 2018, 2019 4.! Four times per year: October 2017, 2018, 2019 February 2018, 2019, 2020 March 2018, 2019, 2020 May 2018, 2019, 2020</p>	<ul style="list-style-type: none"> • Family and Community Liaison • Principal • SSC • ELAC 	<ul style="list-style-type: none"> • Base • LCFF
<p><u>ACCOUNTABILITY</u> 1.! SPED Coordinator, 504 Coordinator, and ELD Coordinator will conduct observations of target students to provide additional support and feedback to teachers and ensure that all necessary accommodations and modifications are being implemented 2.! Principal and Assistant Principal will work with Director of Curriculum and Instruction and Dean of Student Services to support implementation of all action steps listed in Action Plan</p>	<p>1.! Starting in August 2017 and ongoing throughout year 2018, 2019 2.! Mid-year data check in January 2018, 2019, 2020 End of Year data check in July 2018, 2019, 2020- and Ongoing throughout year 3.! Started August 2018- Ongoing throughout school year through 2019, 2020</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Director of Curriculum and Instruction • SPED Coordinator • 504 Coordinator • ELD Coordinator • Dean of Student Services • Counselors • Instructional coaches • Teachers 	<ul style="list-style-type: none"> • Base • Title I

<p>3.1 Administrators and instructional coaches will conduct weekly observations to provide ongoing feedback to teachers in order to improve instruction and analyze and increase student achievement</p>			
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<p><u>Identified Critical Learner Need #3:</u></p> <p>Improve math proficiency rates across all grade levels as indicated on multiple measures throughout the scope and sequence of math curriculum (ex: SBAC/CAASPP, IABs, NWEA, in-house assessment sequence, AP exams, etc.)</p>
<p>School Goal #3:</p> <p><u>By June 2018...</u> CAASPP Math</p> <ul style="list-style-type: none"> • 34.8% of all students are meeting/exceeding standards in math on the CAASPP by 2018. • Schoolwide CAASPP Distance from Level 3 is 42.7 by 2018. <p><u>By June 2019...</u> CAASPP Math</p> <ul style="list-style-type: none"> • 38.6% of all students are meeting/exceeding standards in math on the CAASPP. • Schoolwide CAASPP Distance from Level 3 is 37.7 by 2019. <p><u>By June 2020....</u> CAASPP Math</p>

- 42.4% of all students are meeting/exceeding standards in math on the CAASPP by 2020.
- Schoolwide CAASPP Distance from Level 3 is 32.7 by 2020.

By June 2021...

CAASPP Math

- 46.2% of all students are meeting/exceeding standards in math on the CAASPP.
- Schoolwide CAASPP Distance from Level 3 is 27.7 by 2021.

By June 2022...

CAASPP Math

- 50.2% of all students are meeting/exceeding standards in math on the CAASPP.
- Schoolwide CAASPP Distance from Level 3 is 22.7 by 2022.

By June 2023...

CAASPP Math

- 54.2% of all students are meeting/exceeding standards in math on the CAASPP.
- Schoolwide CAASPP Distance from 3 is 17.7 by 2023.

Data Used to Identify this Goal:

- [SBAC score distribution- Past 3 years](#)
- [College/Career Report from CA Dashboard](#)

Findings from the Analysis of this Data:

CAASPP

Significant gaps exist between proficiency in English vs. proficiency in math. The level of proficiency of English learners remains at 0% for both English and math. Proficiency of African American students significantly decreased in 2016-17 compared to 2014-15 and 2015-16.

How the school will Evaluate the Progress of this Goal:

ECHS administrators and the Instructional Leadership Team look at math achievement data and CAASPP scores every summer, when they are released. The data is entered into the [Official LCAP Metrics Google Sheet](#), where all data pertaining to LCAP and State Priorities are stored. The ECHS administration meets with the data manager to create visualizations and reports to compare data. Administrators also meet with other ECS instructional leaders during the summer cabinet retreat to analyze the data and use it to inform the planning of professional development and goal setting for the school site, departments. The data is also shared with school

site council every year, and SSC uses the data to inform schoolwide decisions, LCAP and SPSA goals, and resource allocation. Data analysis and findings are shared with staff throughout the year to inform planning and instruction as well as teacher goal setting.

Action Steps to Support Goal: (Action steps and timelines may change based on student data and stakeholder feedback)	Timeline/ Term	Responsible Parties	Funding Source
<p><u>CURRICULAR PLANNING</u> ECHS will implement:</p> <ol style="list-style-type: none"> 1.! NWEA self reflections to help students understand their progress and levels of achievement 2.! Curriculum that helps students connect content to the real world (Mathalicious, Geogebra, Newsela etc.) 3.! Educational software such as Edgenuity to provide Individualized_math and English Learning Plans for target students, including Els 4.! Choose new curriculum to streamline teaching math 1-math 3 5.! Math Specialist to support department with pacing guides and implementation of new curriculum 	<ol style="list-style-type: none"> 1.! Started Fall 2017- Ongoing 3 times per year, Cycle to continue Fall 2018, Fall 2019 2.! Purchased August 2017, renewal to be purchased August 2018, August 2019 3.! Started August 2017 - Ongoing. Renewal of software August 2018 and August 2019 4.! Started Spring 2018, completed Summer 2018 5.! Started Fall 2019, ongoing 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Director of Curriculum and Assessment • Testing Coordinator • Math Department • Assessment and Accountability Administrative Assistant • AP course teachers 	<ul style="list-style-type: none"> • Base • LCFF • Title I
<p><u>PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL CHANGES</u></p> <ol style="list-style-type: none"> 1.! ECHS will continue to partner with UCLA Math Project to ensure that math teachers receive quality professional development in order to improve instruction of mathematics and increase students achievement 2.! ECHS will continue to partner with Harvard Graduate School of Education to ensure that math teachers receive quality mathematics coaching in order to improve instruction of mathematics and increase students achievement 	<ol style="list-style-type: none"> 1.! Started July 2017- ongoing July 2018 (partnership ended) 2.! Started July 2017 - ongoing July 2018 and July 2019 (partnership ended) 3.! Started August of 2017 - Ongoing through 2018 and 2019 4.! Started July 2017- Ongoing through 2018 and 2019 with annual program evaluation 5.! Started August 2017- Ongoing - 2018 and 2019 	<ul style="list-style-type: none"> • Principal • Director of Curriculum and Instruction • Math Department • Instructional coaches • Data Coach and Data Manager • ELD Coordinator 	<ul style="list-style-type: none"> • Base • LCFF • Title I • Title II

<p>3.! Math teachers will engage in lesson studies, benchmark protocols, and student work analyses at least once per month</p> <p>4.! ECHS will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement for unduplicated pupils</p> <p>5.! ECHS principal will attend math professional development monthly in order to best support math teachers and department</p> <p>6.! Equity and Diversity Task Force will continue meeting on a monthly basis to analyze data and identify areas of inequity and find ways to close achievement gaps of specific subgroups of students</p> <p>7.! IAB training will be provided to all math teachers in order to monitor progress of students over time in order to better prepare students for college readiness in math</p> <p>8.! Math IAB training will be rolled out to all staff, so there is a shared understanding that math is a literacy as well.</p>	<p>6.! Monthly meetings Started Fall of 2016,- Ongoing Fall 2017, 2018, 2019 (EDC suspended Spring of 2020 and for 20-21 school year</p> <p>7.! Started Spring 2017- Ongoing 2018, 2019</p> <p>8.! Spring 2021</p>		
<p><u>INSTRUCTIONAL COACHING CYCLE AND TEACHER DEVELOPMENT SYSTEM</u></p> <p>1.! All teachers will work with their instructional coach and participate in the ECHS instructional coaching cycle, which includes:</p> <ul style="list-style-type: none"> 1.! goals setting 2.! mid-year goal progress 3.! end-of-year self-reflections 4.! one formal observation cycle per semester 	<p>1.! Started August 2017, Ongoing- 2018, 2019</p> <p>2.! Completed by June 2018, 2019, 2020 *evals suspended for 19-20 and 20-21</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Director of Curriculum and Assessment • Instructional Coaches • Teachers 	<ul style="list-style-type: none"> • Base

<p>5.! two or more mini walkthrough observations per semester</p> <p>2.! All teachers will be evaluated annually by administration; these evaluations coupled with student achievement data will inform professional development planning for the following year</p>			
<p><u>MODIFICATIONS TO MASTER SCHEDULE</u></p> <p>1.! All incoming 9th graders will continue taking the MDTP during Spring enrollment meetings; student outcome data will inform course placement and number of sections for incoming ninth graders</p> <p>2.! Math department and administration will evaluate student achievement data mid year and at the end of the year to project course placement (for example, moving between accelerated and integrated programs); this will inform master schedule planning for following year</p> <p>3.! Master schedule will be adjusted annually according to number of students enrolling in integrated and accelerated math pathways</p>	<p>1.! March-April 2018, 2019, 2020</p> <p>2.! August 2018- ongoing 2019, 2020</p> <p>3.! May-July 2018, 2019, 2020</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Dean of Student Services • Counselors • Math Department • English Department • AP teachers 	<ul style="list-style-type: none"> • Base • LCFF
<p><u>ACADEMIC SUPPORTS:</u></p> <p>1.! ECHS will continue to provide Math Lab after school, which is taught by a credentialed teacher and open to all students of all levels of mathematics.</p> <p>2.! Counselors, principal, and math department will use department team time once per month to analyze student achievement data and identify struggling students and provide appropriate interventions and supports, including mandatory tutoring and math lab attendance</p>	<p>3.! Started August 2017- Ongoing throughout school year and during Summer- 2018, 2019</p> <p>4.! Four days per week; started August 2017- Ongoing 2018, 2019</p> <p>5.! Monthly Meetings started August 2017- Ongoing 2018, 2019</p> <p>6.! June-July 2018, 2019, 2020</p>	<ul style="list-style-type: none"> • Counselors • Dean of Student Services • Principal • Math Lab teacher • Math department • Teachers 	<ul style="list-style-type: none"> • Base • LCFF

<p>3.! ECHS will continue to offer summer school for students who need to recuperate a semester of math or English in order to graduate on time.</p> <p>4.! All teachers will continue offering at least one hour weekly outside of regular school hours for students to receive tutoring in their content courses</p>	<p>7.! Started August 2017- Offered year-round. Ongoing- 2018, 2019</p>		
<p><u>ASSESSMENT, DATA COLLECTION & ANALYSIS, AND PROGRAM EVALUATION</u></p> <p>1.! 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.</p> <p>2.! ECHS will continue to develop a comprehensive long-term plan for the math program that includes more professional development opportunities for teachers, additional instructional coaching such as coaching provided by Harvard Graduate School of Education. feedback</p>	<p>1.! Ongoing throughout year- 2017, 2018, 2019</p> <p>2.! Completed by April 2018, 2019, 2020</p>	<ul style="list-style-type: none"> • Data Manager • Director of Curriculum and Instruction • Data Coach • Instructional Leadership Team (Principal, Assistant Principal, Director of Curriculum and Instruction, Dean of Student Services) • AP teachers • Students 	<ul style="list-style-type: none"> • Base • LCFF • Title I
<p><u>SUPPORTS FOR FAMILIES</u></p> <p>ECHS will provide the following events, communications, and workshops in order to help parents/guardians understand how to support their students in being college and career ready and get feedback to best serve students and their families:</p> <p>1.! Math Night for all families and subgroup families</p> <p>2.! Course placement policy communication</p> <p>3.! Parent Conferences (data share out- PSAT, SAT, NWEA, etc.)</p> <p>4.! Families of ECHS</p> <p>5.! Data share out at SSC/ ELAC</p>	<p>1.! Completed by June 2018, 2019, 2020</p> <p>2.! Completed September 2017 annually- ongoing 2018, 2019</p> <p>3.! Three times per year: August 2017, 2018, 2019 October 2017, 2018, 2019, March 2018, 201, 2020</p> <p>4.! Workshops and events offered monthly -Started October 2017- Ongoing 2018, 2019</p> <p>5.! Four times per year: October 2017, 2018, 2019 February 2018, 2019, 2020 March</p>	<ul style="list-style-type: none"> • Family and Community Liaison • Principal • SSC • ELAC 	<ul style="list-style-type: none"> • Base • LCFF

	2018, 2019, 2020 May 2018, 2019, 2020		
<p>ACCOUNTABILITY</p> <p>1.! SPED Coordinator, 504 Coordinator, and ELD Coordinator will conduct observations of target students to provide additional support and feedback to teachers and ensure that all necessary accommodations and modifications are being implemented</p> <p>2.! Principal and Assistant Principal will work with Director of Curriculum and Instruction and Dean of Student Services to support implementation of all action steps listed in Action Plan</p> <p>3.! Administrators and instructional coaches will conduct weekly observations to provide ongoing feedback to teachers in order to improve instruction and analyze and increase student achievement</p>	<p>1.! Starting in August 2017 and ongoing throughout year 2018, 2019</p> <p>2.! Mid-year data check in January 2018, 2019, 2020 End of Year data check in July 2018, 2019, 2020- and Ongoing throughout year</p> <p>3.! Started August 2018- Ongoing throughout school year through 2019, 2020</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Director of Curriculum and Instruction • SPED Coordinator • 504 Coordinator • ELD Coordinator • Dean of Student Services • Counselors • Instructional coaches • Teachers 	<ul style="list-style-type: none"> • Base • Title I

Identified Critical Learner Need #4:

Continue to improve school climate and provide students with a safe, inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect.

School Goal #4:

By June 2018...

- Health and Safety (Mental and Physical Health and School Safety and Substance Abuse Indicators on CHKS) indicators will increase to 85.5%
- Connectedness (School Engagement and Supports on CHKS) indicators will increase to 44%
- SLOs
 - College Readiness (Motivation and Progress Indicators on CHKS) indicators will remain at 80% or higher
 - Discover Sense of Purpose (CHKS) indicators will increase to 66.5%

- Stewards of Community (Community Steward and Environmental Steward Indicators on CHKS) indicators will increase to 58% and 63% respectively

By June 2019...

- Health and Safety (Mental and Physical Health and School Safety and Substance Abuse Indicators on CHKS) indicators will increase to 86.5%
- Connectedness (School Engagement and Supports on CHKS) indicators will increase to 49%
- SLOs
 - College Readiness (Motivation and Progress Indicators on CHKS) indicators will remain at 80% or higher
 - Discover Sense of Purpose (CHKS) indicators will increase to 69%
 - Stewards of Community (Community Steward and Environmental Steward Indicators on CHKS) indicators will increase to 60% and 64% respectively

By June 2020....

- Health and Safety (Mental and Physical Health and School Safety and Substance Abuse Indicators on CHKS) indicators will increase to 87.5%
- Connectedness (School Engagement and Supports on CHKS) indicators will increase to 54%
- SLOs
 - College Readiness (Motivation and Progress Indicators on CHKS) indicators will remain at 80% or higher
 - Discover Sense of Purpose (CHKS) indicators will increase to 71.5%
 - Stewards of Community (Community Steward and Environmental Steward Indicators on CHKS) indicators will increase to 62% and 65% respectively

By June 2021...

- Health and Safety (Mental and Physical Health and School Safety and Substance Abuse Indicators on CHKS) indicators will increase to 88.5%
- Connectedness (School Engagement and Supports on CHKS) indicators will increase to 59%
- SLOs
 - College Readiness (Motivation and Progress Indicators on CHKS) indicators will remain at 80% or higher
 - Discover Sense of Purpose (CHKS) indicators will increase to 74%
 - Stewards of Community (Community Steward and Environmental Steward Indicators on CHKS) indicators will increase to 64% and 66% respectively

By June 2022....

- Health and Safety (Mental and Physical Health and School Safety and Substance Abuse Indicators on CHKS) indicators will increase to 89.5%
- Connectedness (School Engagement and Supports on CHKS) indicators will increase to 64%
- SLOs
 - College Readiness (Motivation and Progress Indicators on CHKS) indicators will remain at 80% or higher
 - Discover Sense of Purpose (CHKS) indicators will increase to 76.5%
 - Stewards of Community (Community Steward and Environmental Steward Indicators on CHKS) indicators will increase to 66% and 67% respectively

By June 2023...

- Health and Safety (Mental and Physical Health and School Safety and Substance Abuse Indicators on CHKS) indicators will increase to 90.5%
- Connectedness (School Engagement and Supports on CHKS) indicators will increase to 70%
- SLOs
 - College Readiness (Motivation and Progress Indicators on CHKS)
 - Discover Sense of Purpose (CHKS) indicators will increase to 80%
 - Stewards of Community (Community Steward and Environmental Steward Indicators on CHKS) indicators will increase to 68% and 68% respectively

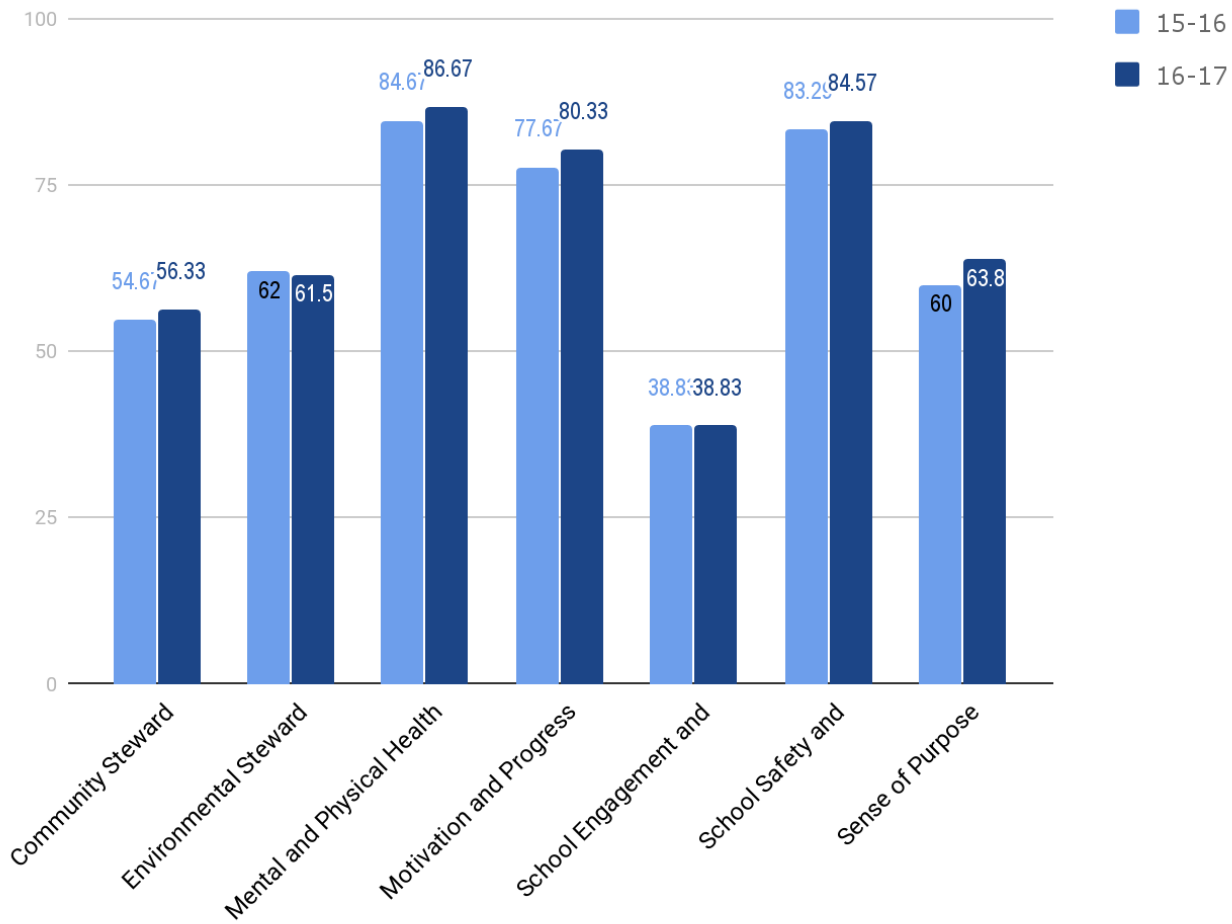
Data Used to Identify this Goal:

- School climate data using the California School Climate, Health, and Learning Survey (CHKS)
- Student surveys and interviews
- Discipline and Log Entries

Findings from the Analysis of this Data:

(More information about questions within each indicator category can be found

Student CHKS Survey Responses by Indicator



[here](#))

- More than 80% of students report being physically and mentally healthy, feeling safe at school, and feeling motivated and college-ready.
- SLO indicators:

- College Readiness (Motivation and Progress Indicators on CHKS): 80.33% (increase since 15-16)
- Discover Sense of Purpose (Sense of Purpose Indicator on CHKS): 63.8% (increase from 15-16)
- Stewards of Community (Community Steward and Environmental Steward Indicators on CHKS): 56.33% and 61.5 respectively (Overall increase; increase in community steward, slight decrease in environmental steward)
- Only about 40% of students strongly agree or agree that ECHS holds high expectations of the students.
- 50% of students strongly agree or agree that they feel a sense of connectedness to the school.
- There is a discrepancy between parents' responses and student responses on the CHKS; at SSC parents, students, and staff were surprised that student connectedness was so low.

How the school will Evaluate the Progress of this Goal:

ECHS staff and student focus groups will go through ongoing data analysis cycles to determine and clarify focus areas to improve school climate and culture. Student and staff meetings will be held throughout the year to facilitate collection of feedback. Feedback sessions will include presentations, data analysis, forums, and surveys. Meetings will include student survey data, and staff and students will work together to identify and address students' needs, which will inform the school goals for ECHS's Single Plan for Student Achievement (SPSA), LCAP, and WASC Action plan. Administration and staff will also consult student clubs to gather feedback; these clubs will include Leadership, Gay Straight Alliance, La Raza, and Black Student Union. Student groups such as these, coupled with climate survey feedback and individual student interviews will also inform professional development for ECHS staff in order to ensure that all teachers and staff members are playing an active role in improving the school climate.

Action Steps to Support Goal: (Action steps and timelines may change based on student data and stakeholder feedback)	Timeline/ Term	Responsible Parties	Funding Source
<p><u>EQUITY & DIVERSITY TASK FORCE</u></p> <p>1.! The ECHS Equity and Diversity Task Force will work with students, to collect and analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program in order to build students' sense of connectedness</p> <p>2.! Equity and Diversity Task Force will work with Families of ECHS to develop student surveys that specifically address school culture and connectedness at ECHS</p> <p>3.! Equity and Diversity Task Force and Families of ECHS to meet with African American parents and students to work</p>	<p>1.! Equity and Diversity Task Force Meetings: Monthly starting November 2017, ongoing 2018, 2019</p> <p>2.! Completed by end of March 2018, 2019, 2020</p> <p>3.! January 2018, 2019, 2020</p>	<ul style="list-style-type: none"> • Equity and Diversity Task Force Coordinator • Equity and Diversity Task Force Teacher Representative • Principal • Family and community Liaison • Students 	<ul style="list-style-type: none"> • Base

<p>toward recruitment, retention, and achievement of African American students</p>			
<p><u>PROGRAM IMPLEMENTATION</u></p> <p>1.! ECHS will provide incoming 9th grade students with a 2-week long summer bridge program in order to ease students' transition into a new school, introduce them to older ECHS buddies and mentors, and connect them to ECHS campus and culture in order create a sense of belonging and connectedness</p> <p>2.! ECHS will provide quality outdoor education experiences for all students to build students' sense of connectedness and increase internalization of ECHS SLOs</p> <p>3.! ECHS will provide a robust afterschool program to supplement the educational program and increase student engagement and sense of connectedness</p> <p>4.! ECHS will re-evaluate its advisory programming, as suggested by the WASC visiting committee, in order to provide social/emotional supports for students (especially in returning from distance learning) and focus on students wellness (as guided by work with Dr. Kenjus Watson and Dr. Tiffani Marie)</p>	<p>1.! Completed July-August 2017, ongoing 2018, 2019</p> <p>2.! Grades 9-11 Completed November 2017, 2018, 2019; Grade 12 Completed in June 2018, 2019, 2020</p> <p>3.! Started September 2017- Ongoing 2018, 2019</p> <p>4.! Start Spring/Summer 2021, ongoing</p>	<ul style="list-style-type: none"> • Summer School Administrator • Counselors • Summer Bridge teachers • Assistant Principal • After School Coordinator • Principal 	<ul style="list-style-type: none"> • Base • LCFF
<p><u>STAKEHOLDER FEEDBACK</u></p> <p>1.! ECHS will continue implementing ongoing staff data analysis in professional development during summer PD and weekly morning PD to better understand and improve school climate and students' experience at ECHS</p> <p>2.! After school surveys will be distributed mid year and at the end of each school year to identify areas of growth and understand student demand for specific clubs and programs</p> <p>3.! ECHS will implement student course evaluations to gather baseline data on courses, classroom environment, and student-teacher relationships</p>	<p>1.! Started August 2017- Ongoing 2018, 2019</p> <p>2.! February and May of 2018, 2019, 2020</p> <p>3.! June 2018, 2019, 2020</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Teachers • After School Site Coordinator • Data Manager • Data Coach • Dean of Student Services • Counselors • Instructional Coaches 	<ul style="list-style-type: none"> • Base • LCFF

		<ul style="list-style-type: none"> • Director of Curriculum and Instruction 	
<p><u>SCHOOL CLIMATE/SAFETY</u></p> <p>1.! School Climate Surveys will be distributed to all students each year</p> <p>2.! Instructional Leadership Team and Data Manager or Data Coach will monitor and analyze discipline and school climate data to inform decisions for professional development, interventions, and supports for students and families</p> <p>3.! School Site Council will review school climate data at each meeting to inform schoolwide decisions and goals</p> <p>4.! Administration and Dean of Student Services will work with student groups and clubs to gather feedback about school climate and culture</p>	<p>1.! March-April 2018, 2019, 2020</p> <p>2.! Weekly ILT meetings starting July 2018- Ongoing 2019, 2020</p> <p>3.! SSC Meetings October 2017, 2018, 2019 January 2018, 2019, 2020 March 2018, 2019, 2020 and May 2018, 2019, 2020</p> <p>4.! Mid-Year and End of Year check ins: February 2018, 2019, 2020 and June 2018, 2019, 2020</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Dean of Student Services • Data Manager • Data Coach • IT department • School Site Council members 	<ul style="list-style-type: none"> • Base • LCFF • Title I