Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Environmental Charter Middle School	Kami Cotler, acting Principal	kami_cotler@ecsonline.org, 310-425-1605 ext. 5102

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Environmental Charter Middle School – Gardena (ECMS-G) offers students a small, caring school environment that supports students' transition from elementary school, prepares them for success in a college preparatory high school and empowers them to become leaders in their community and world. ECMS-G is part of the Environmental Charter Schools network of free, public schools in south Los Angeles. Our mission is to create and deliver vibrant, innovative, interdisciplinary learning opportunities using the environment to engage students and connect them to the wider world. Our curriculum is a unique interdisciplinary and project-based exploration requiring students to perform in all four-core subject areas (math, science, English, and history) in truly interdisciplinary projects. We emphasize differentiation and data analysis as school-wide goals and return to these topics in our regular professional development meetings. In addition, we use the Tribes curriculum, which teaches our students character development, community building, and collaborative learning. Student engagement through environmental studies and practices helps students connect their learning to the outside world and develop a consciousness to act positively on their environment.

Authorized by the Los Angeles County Office of Education (LACOE) in 2010, ECMS-G serves approximately 350 students in grades 6-8. We are located the Harbor-Gateway, an unincorporated, shoelace-shaped north-south residential and industrial neighborhood just east of Gardena. The community that ECMS-G serves is a densely populated, ethnically diverse, urban, working-class locality challenged with underperforming schools, high poverty, low parent college attendance, and a dearth of services for the large youth population.

Nearly three-quarters of our students live in Gardena, and most of the remaining students reside in the neighboring cities of Los Angeles, Compton, Torrance, and Hawthorne. Our student population is 15% African

American, 78% Hispanic, 3% Asian, 2% Filipino, and 1% White. 16% of our students have disabilities and 21% are English Language Learners. 76% of our students qualify for free or reduced lunch.

<u>Teaching Best Practices</u>

1. Small Learning Communities
2. Interdisciplinary Curriculum & Authentic Assessment
3. Relevant & Engaging Instruction
4. Environmental & Experiential Learning
5. Collaboration with Partners

LCAP Highlights

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

ECMS-G will continue to work on our three LCAP goals:

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

Our mission at ECMS-G is to prepare students for college preparatory high school. Most of our our students arrive below grade level; to achieve our mission we must their learning. Since we opened we have progressing steadily towards our mission. ECMS-Gardena has out performed the school most of our students would otherwise attend. Our CAASPP scores improved from 2014-15 to 2015-16. However, CAASPP scores fell in 2016-17. As result, during 2017-18 ECMS-G engaged in a rigorous analysis of data and actively engaged stakeholders in order to determine the best actions to ensure our students are closing the achievement gap. Key features of our LCAP include:

- ✦ Improving teacher instruction through our Teacher Development System with a focus on Universal Design for Learning

- ✦ Improving hiring practices and teacher retention rates

- ✦ Strategies to improve ELA performance, including continued and expanded implementation of Reading Apprenticeship

- ✦ Strategies to improve Math performance, including increasing our math coach from part to full time and implementing a new curriculum schoolwide.

- ✦ Improving design and accountability in our English Learner program

- ✦ Actions to improve retention, recruitment and climate for our African American students
- ✦ Restructuring our special education program to increase inclusion and adding an additional full time Education Specialist

Improving Teacher Development

Based on review of local performance indicators, including NWEA MAP scores, Interdisciplinary Benchmark scores, course grades and IAB data, we continue to believe the single most important factor in student outcome is the efficacy of the teacher. Comparing our teachers' scores on our Best Practices Rubric with their students CAASPP outcomes, we see that teachers who implement Best Practices effectively have the most growth on CAASPP and local assessments. Therefore, we will continue to focus on improving teachers' mastery of our best practices, which have been developed to meet the needs of our students, primarily socially- economically disadvantaged students of color.

Therefore, in 2018-19 we will continue to implement our Teacher Development System and devote considerable time and resource to professional development, including eight full days for all teachers before school begins and two hours each week during the instructional year.provide extensive professional development to our teachers. We will provide coaching and professional development on unit planning, emphasizing Understanding By Design, as we move to ensure all our students receive a rigorous interdisciplinary education. Teachers will continue to meet regularly with, be observed by, and receive feedback from their coaches and administrators. We will continue to devote considerable time and resource to professional development, including eight full days for all teachers before school begins and two hours each week during the instructional year. We believe effective professional development is also key to teacher retention; teachers are more likely to remain when they are growing professionally and their efforts are resulting in student growth.

Improvement Plan-- Teacher Hiring & Retention

Our data analysis indicates that difficulties with teacher retention were significant contributing factors to our lower student CAASPP scores. Teachers with experience left, transferred to our sister school or were promoted at the end of both 2015-16 and 2016-17. In many cases they were replaced by teachers with less than two years of experience. In both 2016-17 and 2017-18 teachers went out on extended medical leaves or quit midyear. Finding experienced and talented long term substitutes or replacement teachers midyear is challenging.

As a result, in 2017 we began aggressive search for teachers, utilizing a Human Resources consultant. Hiring for 2018-19 is being spearheaded by our ECMS-Inglewood principal, who has a proven track record of hiring effective teachers, as evidenced by ECMS-Inglewood's strong CAASPP outcomes. In 2018, we will be adding a new HR position to our home office, who will be focused on recruiting and retaining staff. We will also be increasing the benefits offered to full time employees. New leadership at ECMS-G will be focused on retaining and developing teachers and classified staff.

Improvement Plan-- English Language Arts

CAASPP ELA scores dropped ECMS-G in 2016-17, but we saw growth at our sister school, ECMS-Inglewood. A notable difference between the sites in 2016-17 was that ECMS-I adopted and implemented a school wide approach to literacy instruction: Reading Apprenticeship from West Ed. In the 6th and 7th grades, where RA was implemented, the change in rate of students meeting the standard was 22 and 18 percent, respectively. As a result of ECMS-I's success, during August 2017 ECMS-G teachers (ELA, Science, Special Education, College Readiness, History) participated in an immersive training experience designed to train teachers in the Reading Apprenticeship's research-based approach to literacy development across the content areas in the secondary classroom. Since the summer training, we have held multiple professional development sessions for

ELA/History/College Readiness/Science teachers to collaborate, set goals, and share implementation strategies. In 2018-19, we will continue implementing Reading Apprenticeship.

Improvement Plan-- Mathematics

As a result of Math scores decline in 2016-17, we embarked on an organization-wide math initiative, focused on teacher and administrator professional development in partnership with the UCLA Math Project. The partnership included 3 days of intensive summer professional learning, monthly sessions focused on helping teachers develop instructional strategies that align with the Common Core emphasis on promoting critical thinking and problem-solving, deepening conceptual knowledge, and increasing student discourse. School administrators also participate in UCLAMP monthly professional learning with an emphasis on how to support teachers' implementation of these strategies and teaching practices.

We are also increased students' exposure to CAASPP-like assessments. One focus of our UCLAMP professional development is ensuring our formative and summative assessments match the CAASPP's level of rigor. In 2017-18 teachers designed "do nows" modeled on the CAASPP. Multiple Interim Assessment Benchmarks were administered in all math classes, both in standardized and unstandardized formats. Our new assistant principal and our math coach provided spring math enrichment pull-out sessions, targeting students who were close to proficiency in last year's testing.

Next year we will be continuing our partnership with UCLA Math Project. We are also increasing from a part time math coach to a full time math coach. In addition to providing coaching to math teachers, the math coach will help develop a new intervention program where core teachers provide weekly small group remediation to students in math.

We will also be implementing Open Up Resources across all grades. We piloted it in 2017-18 in grade seven and eight in ECMS-Inglewood with positive results

Improvement Plan- English Learners

CAASPP scores for English Learners followed the trend of all students, rising in year two and falling in year three of testing. Our students performed much better in 2016-17 than in 2015-16 on the CELDT, with 25 of 60 improving a level, 12 "maintaining" and 5 reclassifying and we received a blue pie on the California Dashboard.

As part of our focus on Universal Design for Learning, this summer we will review the structure of our ELD program and look for ways to better integrate ELD instruction across classrooms. Currently, our students are pulled out for ELD instruction and we are exploring a more integrated approach, including focused English Language Development during our specialty classes. In 2018-19 we will identify schoolwide ELD strategies as a focus for professional development, coaching and observation and devote professional development time to support teacher proficiency in delivering integrated services. We will also increase accountability for implementation of ELD standards, including weekly reviews of gradebooks to ensure ELD standards are being assessed regularly.

Nearly half of our ELs are also students with disabilities, so improving the Special Education program should improve their outcomes as well. This year our ELD coordinator attended a training on meeting the needs of ELs with IEPs and we will continue to seek professional development opportunities on how to best serve our English Learners with Disabilities.

Improvement Plan- African American Students

Based upon recommendations of our Equity & Diversity Committee (EDC), a group of parent, teacher, staff, and administrator representatives who analyze data looking for indicators of inequity, in 2018-19 we will implement, test, and monitor a series of interventions to foster a "community of belonging" for African American students and parents at ECMS-G. The initiative includes a focus on celebrating African American culture, engaging parents through forums and partnership, and developing student affinity groups on campus. The EDC also recommended strategies for outreach to ensure we maintain African American enrollment rates similar to our comparison school. Data-driven action, monitoring, and assessment are key features of the EDC's current interventions and recommendations for future action.

Improvement Plan for Students with Disabilities
In 2017-18 we engaged in a program-wide audit of our Special Education program in partnership with DirectEd.

In response to preliminary findings from this audit, we implemented structural changes in our SAI program, dividing the teaching load of SAI, with one special education teacher responsible for math and science and our special education coordinator responsible for ELA/history. Now each teacher is responsible for teaching either ELA/History or Math/Science, instead of all four core subjects. We made a schedule change for students, so SAI students' schedule more closely resembles our general education students' schedule. Students have double-blocked core classes and are mainstreamed into Specialty classes. We also began a series of professional development sessions for all teachers and paraprofessionals, including a November session on Universal Design for Learning facilitated an expert from DirectEd and a second session on UDL led by our Director of Curriculum and Instruction in March.

Our audit indicated a need for strategic shifts in our special education program. From 2015 our percentage of students with disabilities has increased from 10% to 17%. This increase requires a change in program structure. Our plan moving forward is to:

- Add one FTE teacher to special education department in 2018-19
- Recruit a highly qualified special education coordinator with experience managing a program of our size for 2018-19
- Make better use of para-educators to support academic growth of SWDs.
- Provide intensive weekly coaching for SAI teachers focused on

    -- Unit planning

    -- Assessment

- Increase collaboration between special education program, English language development program and general education program though more push-in supports and co-teaching and less pull-out supports.
- Seek expertise from general education teachers to identify key academic standards taught in general education and quality assessments for these standards. Develop a bank of special education goals that align with these standards.
- Evaluate our schedule to identify changes that might facilitate increased collaboration between special education and general education. Our goal is to increase shared planning time and opportunities for co-teaching.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

State Dashboard

ECMS-G achieved the highest possible dashboard score on the English Learner Progress Indicator-- a high status of 87.7% and a significant increase of +28%. Other academic highlights include an increase in math proficiency rates on our interdisciplinary benchmarks for both our 2018 and 2019 cohorts. As of the middle of the year, our course passage rates are higher than last year, with math improving by one percentage point and English Language arts by 7 percentage points.

Performance on suspension rate was also positive, with five of six subgroups receiving a medium status, suspension rates declining significantly for African Americans (-4.3%) and English Learners (-3.5%) and declining for the remaining 3 subgroups. We anticipate excellent dashboard results in this area as our suspension rate for 2017-18 is currently 0.3%, compared to 1.1% in 2016-17.

We are especially pleased to see suspension rates for students with disabilities decline, as discipline for this group was the focus for our Equity and Diversity Committee last year. Professional development on accommodations for students with disabilities and structural changes to our disciplinary system appear to have led to improved outcomes in this area. We also saw improvement in students with disabilities' ELA 2017 CAASPP scores (3.5 points).

ECMS-G met all of the state's climate metrics:
- **Met.** ADA: 98%
- **Met.** Suspension rate: 0 .3%
- **Met.** Tardy rates: 0 .9%
- **Met.** Chronic absenteeism: 3.6%
- **Met.** Expulsion rate: 0%
- **Met.** Dropouts: 0% (Unofficial)

Though ECMS-G did not see the same improvement on CAASPP experienced in previous year, we are still outperforming the middle school our students would otherwise attend, especially in English Language Arts, where 32% of our students met or exceeded the standard compared to Peary Middle Schools rate of 27%.

6th and 7th graders NWEA MAP scores in Reading, Language and Math grew faster than the norm between winter and spring administrations. In reading and language they achieved increases three to five times greater than the norm. 6th and 7th grade English Learners also grew faster than the norm. 6th grade English Learners especially excelled, increasing by 5 times the norm in language and 9 times the norm in reading. Past data analysis indicates that CAASPP performance tracks NWEA MAP performance.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

After a strong improvement from 2014-15 to 2015-16, CAASPP scores fell in 2016-17.

CAASPP MATH	Student Group	2014-15	2015-16	2016-17
% Proficient / Advanced	Overall	15%	27%	21%
Distance from 3	Overall	-84.6	-60.3	-80.6

CAASPP ELA	Student Group	2014-15	2015-16	2016-17
% Proficient / Advanced	Overall	25%	35%	32%
Distance from 3	Overall	-50.1	-31.8	-39.1

English Language Arts performance was in the "Orange" performance category for 2017-- status was low (-39.44) and declined schoolwide by 7.5 points. English Learners and African Americans saw significant declines of -23.9 and -32.6 respectively.

Mathematics performance was in the "Orange" performance category for 2017-- status was low (-80.6) and declined significantly (-20.6). Significant decline was seen in all major subgroups except for students with disabilities, who declined (-4.7).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

ECMS-G does not currently have any state indicators for which a student group's performance is two or more performance levels below the "all student performance."

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

ECS Best Practices

ECMS-G will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of students who are socioeconomically disadvantaged and English Learners. Quality teachers is the most important factor to our students' growth, therefore the primary focus of our services is improving teacher practice.

All teachers will participate in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECMS-G will also use TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes will drive improvements in instruction and programs for UDPs. ECMS-G will partner with Antioch to provide induction programming at no cost to teachers. This program will be geared towards ECS Best Practices.

Our focus will be on Academic implementing Universal Design for Learning, developing teachers capacity to design units and lessons that provide multiple points of access for students and integral supports for English Learners and low income students. Reading Apprenticeship strategies will be increased across all content areas.

Specialty Classes

Specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, will help low income students and English learners develop the skills needed to succeed in a college preparatory high school, develop students' social emotional skills, and reinforce content and skills from core courses through engaging activities appealing to multiple modalities. Specialty classes provide opportunities to reinforce content with experiential learning. Low Income students and English Learners benefit from lessons that empower them to solve problems in their communities or activities that culturally relevant. Students receive explicit instruction in organizational and study skills in College Readiness, and in Games and handwork English Learners have opportunities to build content-knowledge, vocabulary, listening and speaking skills through multi-modal, hands-on experiences.

Small Learning Community / Social Emotional Learning Program

We believe all students, but especially high needs students, like English Learners, Foster and Low Income students, benefit from a small learning community. ECMS-G's family-like environment nurtures children as they learn. Our social emotional learning program is a key feature of our small learning community. This ensures a smooth transition into middle school and then into a college preparatory high school, including a summer bridge program for all new students and school-wide implementation of Tribes Social Emotional Learning program. Summer Bridge provides additional instruction to new students to familiarize them with

ECMS-G school culture and expectations. Summer Bridge and Tribes program helps build low income students' trust in new adults and facilitate their interaction with their peers. ECMS-G will be adding an additional full time counselor this year, changing our ratio from 1:360 to 1:180. Our two counselors and our student services coordinator provide mediation of student conflict and support implementation of restorative practices embedded in our disciplinary process.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 4,904,030
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 4,904,030

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All general fund budget expenditures are reflected in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 3,389,203

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Fewer than 3 teachers will be misassigned	**Not met.** 5 teachers were misassigned.
100% of students will have access to standards-aligned instruction materials as reported in yearly SARC.	**Met.** 100% of students have access to standards-aligned instructional materials.
100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.	**Met.** All
100% of all teachers regularly assess ELD standards.	**Not Met.** 79% of teachers regularly assess ELD standards
100% of teachers participate in professional development regarding ELD standards implementation	**Met.** All teachers participated in ELD standards implementation professional development.
The facility will be in good repair as rated on the School Accountability Report Card	**Met.** The facility received ratings of Good on all inspected systems, and an overall rating of Exemplary.
Two or more kid-free work stations will be available for teacher use.	**Met.** Three kid-free work stations are available at any time for teachers to use.

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

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will employ certificated employees necessary to implement educational program.	Certificated employees were employed to implement the educational program as written in the charter petition.	Est.Cost: $1,156,437 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 1000-1900	Est.Exp.: $1,066,764 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 1000-1900

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will employ staff necessary for school operations and facilities to ensure student safety and support implementation of educational program	Classified employees were employed to ensure smooth operations, well-maintained facilities, student safety and implementation of educational program. Family & Medical Leave for several staff members resulted in a slightly lower	Est.Cost: $361,367 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 2000-2904	Est.Exp.: $354,726 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 2000-2904

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will maintain required insurance and will offer competitive employee benefits packages.	School offered employees a competitive benefit package. ECS undertook a benefits study to gauge stakeholders needs/concerns regarding benefits.	Est.Cost: $498,989 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants	Est.Exp.: $474,141 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants

| | | Acct. Code: 3000-3900 | Acct. Code: 3000-3900 |

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational program.	Book, materials and supplies were purchased, including materials for sustainability projects, core literature for literature circles and food for student lunches.	Est.Cost: $227,163 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 4000-4720	Est.Exp.: $253,978 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 4000-4720

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	School leveraged professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. This included professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight. Additional services included contracting with Direct Ed for .	Est.Cost: $1,121,826 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 5000-5920	Est.Exp.: $1,460,534 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 5000-5920

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School site will make capital improvements as required to ensure student safety and support implementation of educational program. City Prop K monies will be used to improve or add exterior landscaping, mission-aligned features, and recreational space. State monies from Prop 39 will be used to improve sites energy efficiency.	School site made capital improvements to ensure student safety and support implementation of educational program. However, some planned improvements were postponed. New light sensors and solar panels were installed. Prop K monies were used to improve and add exterior landscaping, including native plants around the school perimeter and east of our building. Playground artificial turf was installed on our yard, vastly	Est.Cost: $802,785 Funding Source(s): Other State Revenues, Fundraising and Grants Acct. Code: 6000-6200	Est.Exp.: $530,794 Funding Source(s): Other State Revenues, Fundraising and Grants Acct. Code: 6000-6200

	improving student play and the beauty of the site.		

Action 1.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support schools implementation of standards implementation and work to secure additional resources needed to implement educational program.	The ECS Home Office provided site with support hiring and ensuring appropriate credentials, along with supporting accounting, facilities and reporting. ECS Development team supported ECMS-G teachers with grant proposals and fundraising.	Est.Cost: $207,106 Funding Source(s): Base Acct. Code: 2000-2999	Est.Exp.: $204,981 Funding Source(s): Base Acct. Code: 2000-2999

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions planned to achieve goal 1 were implemented as described in the plan. Full implementation of Action 1.6, planned capital improvement through Prop K, was delayed due to design and construction issues. Prop K improvements are scheduled to be completed during summer 2018.

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

Actions and services were highly effective in ensuring facilities are mission-aligned, meet needs of educational program, and facilitate achievement of student learning outcomes. We met all of our facility-related measurable outcomes. Though our Prop K improvements were not completed on schedule, the replacement of our engineered wood fiber play surface with a new, padded, artificial turf surface has vastly improved student and family satisfaction with our yard. In addition, 100% of students have access to standards-aligned instructional materials and all our teachers regularly assess Common Core Standards.

However, we did not meet two of our measurable outcomes related to operations-- 100% of teachers assessing ELD standards and no teaching misassignments. Difficulty with staffing and unusual midyear staff turnover were contributing factors. Most of the 21% of teachers who did not regularly assess ELD standards were mid-year hires or long-term substitutes.

We began the year fully-staffed, but unfortunately still needed to make mid-year hires, in some cases due to employee family/medical leaves. The California teacher shortage is compounded when attempting to hire after the school year has begun. As a result, we contracted with a Human Resources consultant and DirectEd Educational Services to bolster our efforts to recruit qualified teachers

and staff. We were able to fill two teacher positions that occured in the fall with appropriately credentialed teachers. However, the need to hire temporary or replacement office staff impacted on operations. The need to hire long term substitutes to replace certificated employees midyear disrupted the implementation of the educational program in some classrooms.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

* Action 1.3 was lower because of a reduction in certificated employees.

* Action 1.4 was higher because we spent slightly more than projected on school lunches. Efficient implementation of school lunch program was less effective due to vacancies and temporary hires in office staff.

* Action 1.5 - Expenditures in budget series 5000 was higher than projected. The number of students with disabilities increased significantly compared to prior years and increased the need for outside providers for services such as speech language pathology and DIS counseling. A special education teacher left mid year, and we contracted with Direct Ed to help us fill the vacancy and to provide case management and enable our new special education teacher to focus on instruction. In response to the rapid growth of our special education program and concerns about its efficacy and sustainability, we contracted with Direct Ed to perform an audit of our special education program. Expenditures for legal services were also higher than projected in 17-18, in part due to special education.

Action 1.6 - Less money was spent on capital improvements. Issues with construction and permitting postponed some Prop K improvements to summer 2018. Work on a water feature, which will also help limit rainwater run off onto our streets, was begun in 17-18, but will not be completed until summer 2018.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There will be no changes to goal, expected outcomes or metrics. Action 1.6 will be revised to reflect the completion of Prop K capital improvements.

To address lower than expected rates of ELD Standards assessments and higher numbers of teacher misassignments, we will be revising several actions. The supports provided by our ECS home office will be augmented by the addition of a full-time Director of Talent Management, who will assist ECMS-G with improving recruiting efforts, ensuring fewer misassigned teachers (See action 1.7)

Improved hiring practices should increase teacher retention rates. Better teacher retention will support full-implementation of ELD standards, since mid-year hires and long term substitutes were most likely to implement ELD standards below expectations. As a result of our audit of employee benefits, we will be allocating more funding towards teacher benefits, which is often cited by prospective employees as their reason for declining offers of employment and as a reason for teachers leaving ECMS-G (see action 1.3).

To further support implementation of ELD standards, we will increase professional development in ELD and explore structural changes to reduce the amount of pull out for English Learners and increase the collaboration between our English Learner Coordinator and other teachers. These actions will be described in Goal One Action 1.8 and Goal Two Action 1.8

Spending for Action 1.2 will be reduced in year two, as we will be reducing the number of classified para-educators and increasing the spending for certificated employees by adding a full-time certificated teacher to support students with disabilities. Office and supervision staff will also be slightly reduced as other classified employees return from medical leave and construction on the playground concludes, simplifying our recess supervision.

Goal 2

Improve outcomes for all students by improving instruction and programs

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes

Annual Measurable Outcomes

Expected	Actual
For each cohort and significant subgroup therein, the Distance from 3 in English Language Arts will improve by at least 7 points, and by at least 5 points in Math each year. If the distance from 3 for any cohort or subgroup therein reaches a "high" status on the CA Dashboard that status shall be maintained.	(2018 CAASPP scores pending)
School will meet the new statewide criteria for performance, once they are established. N/A	n/a
The percentage of students either reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Report's English Learner Progress Indicator, or maintaining a high level of performance on the CELDT/ELPAC, as defined by the California School Dashboard Report's English Learner Progress Indicator will improve by 2% each year until reaching 75%	(2018 ELPI pending) **Met.** The Fall 2017 CA School Dashboard's ELPI places ECMS-G's status at 87.7%, which is an increase of 28%.
Students will progress in measures of college readiness and in other mission-aligned measures.	Average Critical Thinking score by cohort: ● Class of 2018: 3.15

Interdisciplinary Benchmarks (IBMs) Students will synthesize information from the English, math, history and science disciplines to answer essential and guiding questions using big ideas. Each cohort's average score on Critical Thinking will improve annually by 2% as measured on Interdisciplinary Benchmark Individual Unit Exams Baseline year	• Class of 2019: 1.89 • Class of 2020: 2.73

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated)	ECS personnel provided data analysis and visualization, professional development for teachers and administrators, curriculum selection, program evaluation, and strategic planning.	Est.Cost: $89,592 Funding Source(s): base Acct. Code: 1311	Est.Exp.: $31,495 Funding Source(s): base Acct. Code: 1311

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement. Initial strategy sessions will begin in May and additional math actions will be designed summer of 2017.	ECMS-G participated in an ECS-wide math initiative, which included a partnership with the UCLA Math Project. The partnership begin with 3 days of intensive summer professional learning, in which math teachers explored the progression of Common Core math standards in grades 6-12 with the help of experts from UCLA Math Project. ECMS-G teachers engaged in monthly professional learning facilitated by a content expert from UCLA Math Project. Those sessions focus on helping teachers develop instructional strategies that align with the Common Core emphasis on promoting critical thinking and problem-solving, deepening conceptual knowledge, and increasing student discourse. School administrators also	Est.Cost: $6,882 Funding Source(s): Base Acct. Code: 5863	Est.Exp.: $14,197 Funding Source(s): Base Acct. Code: 5863

	participated in UCLAMP monthly professional learning with an emphasis on how to support teachers' implementation of these strategies and teaching practices.		

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of students who are socioeconomically disadvantaged and English Learners	Comparing our teachers' scores on our Best Practices Rubric with their students CAASPP outcomes, we see that teachers who implement Best Practices effectively have the most growth on CAASPP. Therefore, we continue to focus on improving teachers' mastery of our best practices. We provided coaching and professional development on unit planning (Understanding By Design). Teachers met regularly with their instructional coaches and were observed by and received feedback from their coaches and administrators. We developed the capacity of our instructional coaches through monthly Instructional Coach Training. All teachers had two weeks of professional development before school begins and eight days during the instructional year. In addition each week starts with two hours of professional development. Teacher feedback is collected after every professional development and used to refine and inform professional development. Teachboost, our online platform for collecting, sharing and visualizing teacher performance data, also informs our professional development offerings.	Est.Cost: 1. $192,578 (Certificated Administrators, CMO Certificated & Math Coach) 2. $38,516 (Benefits) 3. $6000 (Coaching Stipends) Funding Source(s): Supp/Conc Acct. Code: 1. 1100-1311 2. 3000-3900 3. 1100	Total Est.Exp.: $318,395 1. $295,496 (Certificated Administrators, CMO Certificated & Math Coach) 2. $51,899 (Benefits) 3. $7000 (Coaching Stipends) Funding Source(s): Supp/Conc Acct. Code: 1. 1100-1311 2. 3000-3900 3. 1100

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, will helps low income students and English learners develop the skills needed to succeed in a college preparatory high school, develop students'	ECMS-G provided specialty classes, including Green Ambassadors, College Readiness, and Games and Handwork, which engaged students through activities appealing to multiple modalities. These classes helped our unduplicated pupils	Est.Cost: 1. $219,263 (Certificated Specialty teachers) 2. $26,173 (Classified support staff)	Total Est.Exp.: $315,571 1. $239,318 (Certificated Specialty teachers) 2. $20,189 (Classified support staff)

social emotional skills and reinforce content and skills from core course through engaging activities appealing to multiple modalities.	develop skills needed for a college preparatory high school, socio-emotional skills, and reinforced core course content.	3. $8200 (Instructional & PE Supplies) 4. $43,853 (Benefits) Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 2904 3. 4325-4335 4. 3000-3900	3. $8,200 (Instructional & PE Supplies) 4. $47,864 (Benefits) Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 2904 3. 4325-4335 4. 3000-3900

Action 2.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Response To Intervention program to ensure struggling low income students and English Learners can access curriculum.	In the summer of 2017 we piloted a four week summer program for students within the Response To Intervention (RTI) program with targeted instruction focusing on reading and math. RTI during fall of 17-18 included Literature & Math Lab classes during the day. Students who progressed exited the lab program. Other lab students were identified to need additional levels of support, such as working one-on-one with academic support teacher. Some students have been referred for special education. Mid-year our Lab teacher went out on a medical leave, but we were able to fill the opening with our onsite substitute. In the spring our academic support teacher took over our ELD program, so one on one academic support was discontinued.	Est.Cost: 1. $91,264 (Certificated Intervention Teacher & Lab Teacher) 2. $5,360 (Achieve 3000 & Zeal intervention software) 3. $12,933 (Benefits) Funding Source(s): 1. Title 1 2. Supp/Conc 3. Supp/Conc Acct. Code: 1. 1100 2. 4320 3. 3000-3900	Total Est.Exp.: $113,941 1. $94,388 (Certificated Intervention Teacher & Lab Teacher) 2. $5,360 (Achieve 3000 & Zeal intervention software) 3. $14,193 (Benefits) Funding Source(s): 1. Title 2. Supp/Conc 3. Supp/Conc Acct. Code: 1. 1100 2. 4320 3. 3000-3900

Action 2.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will use software to better understand how subgroups are performing	Through software such as Schoolzilla and Teachboost, ECMS-G explored achievement differentiation between subgroups, which led to re-assessment	Est.Cost:	Total Est.Exp.: $9,615 1. $5,710 (Schoolzilla and Teachboost)

and efficacy of best practices for those groups.	and refinement of our educational programs.	1. $6,291.84 (Schoolzilla and Teachboost)
		2. $5,520 (NWEA MAP)
		
		Funding Source(s):
		  1. Supp/Conc
		  2. Base
		
		Acct. Code:
		  1. 4320
		  2. 5878
			2. $3,905 (NWEA MAP)
			
			Funding Source(s):
			  1. Supp/Conc
			  2. Base
			
			Acct. Code:
			  1. 4320
			  2. 5878

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Despite unusual staff turnover (two teachers on family/medical leave, three teachers leaving after the school year began, and the midyear departure of our principal), we have been able to fully implement all but one of our actions. Actions 2.1, 2.2, 2.3, 2.4 and 2.6 were fully implemented.

Our math initiative was implemented as planned. We continued our to focus on improving teachers' mastery of our best practices, providing coaching and professional development on unit planning (Understanding By Design). Teachers met regularly with their instructional coaches and were observed by and received feedback from their coaches and administrators, as well as participating in August workshops and weekly professional development. Specialty classes were provided to all students. Implementation of action 2.5 was not complete, because of staffing changes, our academic support teacher became our English language development teacher in the spring and level 3 one on one intervention was suspended for rest of the year.

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

While we do not have the 2018 CAASPP scores yet, there are indicators of our actions' effectiveness this year.

Comparing our teachers' scores on our Best Practices Rubric with their students' CAASPP outcomes, we see that teachers who implement Best Practices effectively have the most growth on CAASPP, therefore effective implementation of our best practices helps our students perform better on the CAASPP. After our midyear leadership transition, NWEA MAP scores improved dramatically. This

may have been the result of improved implementation of ECS Best Practices once transition was completed and the school community refocused on key best practices.

There are data to support the efficacy our Math Initiative. NWEA MAP math scores indicate our 6th and 7th graders are improving in math at a greater rate than the norm. Between winter and spring average math scores increased by 5.4 points in 6th grade and 4.2 points in 7th grade, compared with norm group increases of 3.26 and 2.47 points. This trend continues for 6th and 7th grade English Learners, who grew 6.1 and 8.3 points respectively, for our 6th and 7th grade socioeconomically disadvantaged students, who grew 5.3 and 4.4 points, and for our 6th and 7th grade students with disabilities, who grew 6.5 and 10.2 points. However, math growth across these groups in 8th grade is slower; only 8th grade students with disabilities outpaced the norm group (2.4 versus 1.78).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.1 is lower than budgeted because because of a decrease in spending on CMO Certificated Administrators. Specifically, an ECS director assumed the role of Principal at ECMS-G mid-year, shifting the cost to Action 2.3.

Action 2.2, our math initiative, had an LCAP expected expense of $3662, but the initiative is expected to cost $14197. Our approved 17-18 budget reflects the higher amount; the LCAP expected expenditure was lower because of a calculation error. Specifically, the calculation omitted a portion of the budgeted expense for our math initiative's professional development. This professional development did take place, however, and its cost is included here.

Action 2.3, implementation of our best practices, is higher because of a change in leadership. ECMS-G's principal departed mid-year and a CMO director assumed the role of acting principal, shifting that cost from Action 2.1 to this action.

Action 2.4, specialty classes, expenditure was expected to be lower. Higher expenditures were primarily due to more experienced certificated employees being hired than anticipated.

Action 2.6 is lower because of lower than expected costs for Schoolzilla, NWEA, and Teachboost. All three services are billed on a per student basis. Our enrollment was lower than anticipated, and so our costs for these services declined.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In 2017 our CAASPP scores declined-- the first time our state test score trajectory has trended downward. In response, the ECS directors implemented an evaluation of the ECMS-G program. Midyear personnel and program changes followed, including moving our intervention teacher into our English Learner Coordinator position, changing our Sheltered Academic Instruction schedule and engaging an outside consultant to evaluate our special education program. ECMS-G's founding principal and current ECS Director of Strategic Initiatives stepped in as acting principal and ECS Director of Curriculum & Instruction stepped in to oversee curriculum and instruction.

While our LCAP goals, outcomes and metrics will remain the same, we will be moving to a more collaborative model for our special populations and our actions for 2018-19 reflect that. Next year our English Learner instruction will include more push in services and more close collaboration between EL teacher and the rest of the faculty to ensure EL standards and strategies are fully implemented

(Actions 1.8 and 2.8). Our special education program will also shift to include more push in and co-teaching and less pull out services for Students with Disabilities (Action 2.7). Based on the work of our Equity and Diversity Committee, we are adding an action focused on supporting African American students (Action 2.9). We are also updating Action 2.2-- Math Initiative, including adopting Open Up Resource schoolwide and increasing our math coach from part to full time. We have revised Action 2.5--Response to Intervention. Intervention services will now be provided by core teachers during the instructional day.

Goal 3

Develop a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; School climate

Annual Measurable Outcomes

Expected	Actual
Rates of parent participation will improve. Increase of 1% to 90%	**Met. 90%**
Ada – 97% or higher Suspension rate – 5% or lower Tardy rates – 10% or lower Chronic absenteeism – 10 or lower Expulsion rate – 2% or less Dropouts – 1% or less	**Met.** ADA: 98% **Met.** Suspension rate: 0 .3% **Met.** Tardy rates: 0 .9% **Met.** Chronic absenteeism: 3.6% **Met.** Expulsion rate: 0% **Met.** Dropouts: 0% (Unofficial)
On CalSCHLS survey, more than 80% parents will agree or strongly agree that the school actively seeks input from parent community before making important decisions	17-18 Climate Survey results pending. **Met.** 87% of parents agree or strongly agree that the school actively seeks input from parent community before making important decisions.
Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 77% or more	**Not met.** 74% of staff agree or strongly agree that ECMS-G is a supportive and inviting place to work (A4.10)

Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more	**Met.** 94% of staff agree or strongly agree that ECMS-G is a safe place for students. (A4.22)
Students agree or strongly agree that the school is safe – 54% or more	**Not met.** 45% of students agreed or strongly agreed that the school is safe (A10.2)
Students agree or strongly agree that they feel connected to ECMS-G – 50% or more	**Met.** 52% agreed or strongly agreed that they felt connected to ECMS-G
Parents agree or strongly agree that ECMS-G is a safe place for their child – 70% or more	**Met.** 17-18 Climate Survey results pending. 86% of parents agreed or strongly agreed that ECMS-G is a safe place for their child (A7.3).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide developmentally appropriate social emotional program for UDPs to ensure a smooth transition into middle school and then into a college preparatory high school.	A week long summer bridge program introduced all new students to our Tribes Social Emotional Learning program and eased students' transition from elementary to middle school. In addition all faculty received ongoing professional development in Tribes activities to use in their classroom. Our student services coordinator provided mediation support to students in conflict and our counselor worked with students and cohorts, teaching, modeling and facilitating community circles and conflict resolution. In addition our counselor coordinated with EmpowHer and Male Success Alliance programs, which provided both instruction, mentoring and enrichment field trips.	Est.Cost: 1. $79,323 (Certificated counselor & summer admin) 2. $42,432 (Classified student services staff) 3. $1,700 (tribes professional development) 4. $18,676 (Benefits) Funding Source(s): Supp/Conc Acct. Code: 1. 1920-1930 2. 2300 3. 5200 4. 3000-3900	Total Est.Exp.: $134,890 1. $79,323 (Certificated counselor & summer admin) 2. $31,669 (Classified student services staff) 3. $1,700 (tribes professional development) 4. $22,198 (Benefits) Funding Source(s): Supp/Conc Acct. Code: 1. 1920-1930 2. 2300 3. 5200 4. 3000-3900

Action 3.2

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

Overnight field trips and day field trips will enrich the learning of low- income students and provided opportunities for healthy risk taking.	Each grade level attended an overnight field trip. 6th graders camped in cabins in the Santa Monica Mountains, 7th graders spent the night at the Ocean Institute, and 8th graders went tent camping at Circle X. All programs included natural science instruction and team building challenges. Students also went on field trips relating to their interdisciplinary study, including a trip to Union Station for the 8th grade via the Metro train and a trip to the science center for 6th graders.	Est.Cost: $54,500 Funding Source(s): Supp/Conc Acct. Code: 5830-5893	Est.Exp.: $54,500 Funding Source(s): Supp/Conc Acct. Code: 5830-5893

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All Actions were implemented as described. which is described and addressed in Goal 1.

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

The actions were primarily effective in achieving the goal. We met all of the outcomes tied to the six state required metrics, despite an increase in the rate of chronic absenteeism. The climate survey data outcomes indicate parents feel consulted and teachers perceive the school as safe for students. However, we did not meet the target for student perception of school safety nor for teachers perceiving ECMS-G as a supportive place to work.

Survey metrics are incomplete, since parent survey data has not been received yet. We anticipate some decline in parent satisfaction, especially since teacher leaves and midyear replacements disproportionately impacted 7th grade and special education. Despite these challenges, there was not a significant increase in parent complaints this year. During coffee with the principal, parents cited our social emotional learning program, our counseling program and our discipline process as key reasons for their satisfaction with ECSM-G. They stated that student conflicts are addressed before they escalate and that parent concerns addressed promptly.

Despite relatively positive climate data, climate is an area of focus because of our leadership transition and challenges with teacher retention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1 expected expenditures is lower than planned because our student services coordinator was out on family/medical leave, and during this leave the duties were covered by other staff, already reflected in the budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are revising our annual measurable outcome for Chronic Absenteeism, since wording of our current AMO is unclear. After reviewing our climate data and comparison data on the web we are resetting our goal for chronic absenteeism to below 5%. The school most of our students would otherwise attend, Peary MS, has a chronic absentee rate of over 8%+ and LAUSD's rate is above 10%. Nearly a third of our students with excessive absences have chronic health conditions so we are adding an action to research ways to better support these students and improve their attendance.

Revised Action 3.3-- field trips. In order to allocate additional resources to high needs students, we will be taking 6th graders on less costly day field trips in lieu of an overnight camping trip.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Consultation with stakeholders occurred throughout the 2017-18 school year.

Feedback from teachers and staff was gathered on October 13, 2017, when we transitioned to new site leadership. Staff and faculty individually identified our school's strengths and areas for growth and then shared these in small groups, before producing a list of priorities for school and climate improvement. Using the feedback received from staff and faculty, on November 6 administrators updated faculty on progress towards LCAP goals and clarified planned actions for the current year. Staff and faculty provided feedback to this plan.

After our leadership transition in the fall, administration responded to concerns expressed by parents of students with disabilities and staff by engaging an outside consultant to audit our special education program. Consultants interviewed general and special education staff, reviewed special education records and made recommendations to administration for improving our special education program. On October 25, parents of students with disabilities were invited to attend an evening or a morning meeting to discuss our special education program and to review data pertaining to students with disabilities. Ideas for redesigning the program were explored and strategies for retaining effective and qualified special education teachers were discussed.

Parent council was consulted on a monthly basis and data from LCAP reviewed at Parent Council and School Site Council meetings in April and May. In May, School Site Council, Parent Council and ELAC members, discussed the Annual Update, analyzed data, current year actions and proposed future actions to improve outcomes. Additional parent opportunities for LCAP engagement took place during bimonthly parent workshops and parent conferences. During our last parent conference of the year, parents also completed the California School Parent survey. The results of the survey are analyzed each summer, considered in light of LCAP goals and adjustments to actions and program are enacted accordingly. In June, we met with parents of rising 7th graders and parents of rising 8th graders to discuss any concerns and share plans for fall 2018. Our new principal, Dr. Qiana O'Leary, attended this meeting.

Additional faculty/staff opportunities for LCAP involvement took place during weekly staff and faculty meetings where conversations about data, efficacy of actions, policies and procedures occurred regularly. Faculty and staff take the California School Staff survey each May and we also collect feedback via an ECS Home Office survey and weekly professional development surveys.

Our Equity and Diversity Committee, which includes parents, administrators, staff, students and teachers, examined student achievement, school discipline, school climate and enrollment trends/retention data through the lens of equity and focused upon our African American/Black students. After meeting with a focus group of parents of African American/Black students and surveying African American/Black students, the committee made recommendations as part of the LCAP process.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Consultations with stakeholders led us to increase resources for our special education program and to restructure special education, English Language Development and Academic Interventions, in order to make support services for students more integrated into the educational program. Parents agreed that students often feel stigmatized when they are pulled out for support and miss the benefit of specialty classes. Multiple stakeholders identified our staggered schedule as problematic. It limits scheduling options for students, makes cross-grade student clubs impossible and generally hampers collaboration across grade levels.

Parents, staff and our outside auditors agreed that students with disabilities need more resources and that their success is dependent on retaining effective and qualified teachers. Next year we will add a third special education teacher and continue to seek ways to increase our students with disabilities' access to the general education classroom.

Parents and family members also identified these areas as needing improvement: the ELD program, supports for Long Term ELs with disabilities, and parent engagement, especially to support and celebrate teachers, encouraging their retention. Parents of general education students, special education students and English Learners agreed that inclusion and push in supports were preferable to pull out services, especially during early adolescence, when students' peer relationships are so important and feeling "different" is difficult.

Our Equity, Diversity Committee's recommendations to focus on Culture & Climate of our African American/Black students and increase outreach to African American/Black students and families impacted our actions during 2017-18 and our plans moving forward, as we attempt to close the achievement gap between African American/Black students and other groups. Based on their recommendations we will provide training on cultural competence and culturally relevant curriculum for teachers and administrators. To facilitate affinity clubs, we will rework schedule to allow for multi-age groups to gather at lunch time for club meetings.

The ECS Board approved the ECMS-G 2017-2020 year 2 LCAP on June 25, 2018

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Based upon feedback from stakeholders, students need space for recess and campus needs to better reflect sustainable practices.

Analysis of teacher retention data and misassignment data indicates a need for improved hiring practices and teacher retention.

To improve progress of English Learners to fluency, all teachers needs to regularly teach and assess ELD standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Required State Metric: Teacher misassignments	Fewer than 3 teachers are misassigned	Fewer than 3 teachers will be misassigned	Fewer than 3 teachers will be misassigned	Fewer than 3 teachers will be misassigned

Pupils have sufficient access to standards-aligned instructional materials	100% of students have access to standards-aligned instruction materials as reported in 2015-2016 SARC.	100% of students will have access to standards-aligned instruction materials as reported in yearly SARC.	100% of students will have access to standards-aligned instruction materials as reported in yearly SARC.	100% of students will have access to standards-aligned instruction materials as reported in yearly SARC.
Implementation of state board adopted academic content and performance standards for all students (CCSS, ELD, NextGen, et. al.)	83% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.	100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.	100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.	100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.
How programs and services will enable ELs to access the CCSS and the ELD standards to learn content and become English fluent	42% of all teachers regularly assess ELD standards. 100% of teachers participated in professional development regarding ELD standards implementation	100% of all teachers regularly assess ELD standards. 100% of teachers participate in professional development regarding ELD standards implementation	100% of all teachers regularly assess ELD standards. 100% of teachers participate in professional development regarding ELD standards implementation	100% of all teachers regularly assess ELD standards. 100% of teachers participate in professional development regarding ELD standards implementation
The facility will be in good repair as rated on the School Accountability Report Card	Good	Good	Good	Good
Teacher work space will be sufficient or increasing to sufficiency.	2016-17: Student-Free Teacher Work Spaces: 2	Two or more kid-free work stations will be available for teacher use.	Two or more kid-free work stations will be available for teacher use.	Two or more kid-free work stations will be available for teacher use.
% of Students Participating in Educational Program	100% of students have access to ECMS-G educational program as	100% of students have access to ECMS-G educational program as	100% of students have access to ECMS-G educational program as	100% of students have access to ECMS-G educational program as described in our charter petition.

	described in our charter petition.	described in our charter petition.	described in our charter petition.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

Students to be Served	Scope of Services	Location(s)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will employ certificated employees necessary to implement educational program.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,156,437	$883,993	$901,673
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	1000-1900	1000-1900	1000-1900

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

School will employ staff necessary for school operations and facilities to ensure student safety and support implementation of educational program		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$361,367	$281,069	$286,690
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	2000-2904	2000-2904	2000-2904

Action   3

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will maintain required insurance and will offer competitive employee benefits packages.	School will maintain required insurance and will offer competitive employee benefits packages. To improve teacher retention employer benefit contributions will increase, based upon stakeholder feedback received during benefits audit.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$498,989	$570,381	$581,789
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	3000-3900	3000-3900	3000-3900

Action   4

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational program.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$227,163	$255,038	$260,139
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants

Budget Reference	4000-4720	4000-4720	4000-4720

Action 5

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses		

such as copier rentals, tech support, and district oversight.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,121,826	$1,144,241	$1,167,126
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	5000-5920	5000-5920	5000-5920

Action   6

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School site will make capital improvements as required to ensure student safety and support implementation of educational program. City Prop K monies will be used to improve or add exterior landscaping, mission-aligned features, and recreational space. State monies from Prop 39 will be used to improve site's energy efficiency.	School site will make capital improvements as required to ensure student safety and support implementation of educational program. Remaining Prop K monies will be used to improve or add exterior landscaping and mission-aligned features, such as a rainwater collecting pond and arroyo, raised beds, solar-powered water feature and art display area. An outdoor fitness circuit will be installed on the eastern side of the school site.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$802,785	$261,000	$266,220
Source	Other State Revenues Fundraising and Grants	Other State Revenues Fundraising and Grants	Other State Revenues Fundraising and Grants
Budget Reference	6000-6200	6000-6200	6000-6200

Action   7

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

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support school's implementation of standards implementation and work to secure additional resources needed to implement educational program.	ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support school's implementation of standards implementation and work to secure additional resources needed to implement educational program. **Improvement:** In 2018, ECMS home office is adding a new, full-time position of Talent Director to improve recruiting efforts, ensure fewer misassigned teachers, and increase teacher retention rates.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$207,106	$257,494	$262,644
Source	Base	Base	Base
Budget Reference	2311	2311	2311

Action   8

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

ECS Certificated Staff will assist ECMS-G in redesigning ELD program to increase the amount of push-in instruction and reduce the amount of time English Learners spend away from their peers. Designated ELD instruction will take place in specialty classes. A new schedule will also facilitate collaboration between teachers and the ELD coordinator. Oversight will be provided to ensure teachers are regularly assessing ELD standards, and continued Professional Development will be provided on Universal Design for Learning to ensure teachers are designing instruction to support English Learners. In addition, targeted professional development on ELD strategies will be a focus of site-level professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$129,178	$131,762
Source		1. Supplemental Concentration 2. Title III 3. Title I 4. Other Revenue 5. Title I	1. Supplemental Concentration 2. Title III 3. Title 1 4. Other Revenue 5. Title 1
Budget Reference			1. 2100

		1. 2100	2. 1311
		2. 1311	3. 1100
		3. 1100	4. 3000-3900
		4. 3000-3900	5. 5863
		5. 5863	

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

Unchanged

Goal 2

Improve outcomes for all students by improving instruction and programs

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Analysis of school achievement data reveals a need to improve math and English language arts achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Scores on standardized tests will improve, especially in areas targeted with additional resources.	Based on the **CDE Dashboard 5x5** CAASPP "distance from 3" between 2015 and 2016 All Students ELA increased (18.1); Math increased significantly (18.4) Socioeconomically Disadvantaged ELA Increased (17.6); Math increased significantly (19) Students with Disabilities ELA significantly increased (31.3); Math significantly increased (33.1) English Learners significantly increased (28.4) ELA, and increased (12) in Math African Americans significantly increased (22.7) ELA, Math increased (6.7) Distance from 3 English – 34% Math – 27%	For each cohort and significant subgroup therein, the Distance from 3 in English Language Arts will improve by at least 7 points, and by at least 5 points in Math each year. If the distance from 3 for any cohort or subgroup therein reaches a "high" status on the CA Dashboard that status shall be maintained.	For each cohort and significant subgroup therein, the Distance from 3 in English Language Arts will improve by at least 7 points, and by at least 5 points in Math each year. If the distance from 3 for any cohort or subgroup therein reaches a "high" status on the CA Dashboard that status shall be maintained.	For each cohort and significant subgroup therein, the Distance from 3 in English Language Arts will improve by at least 7 points, and by at least 5 points in Math each year. If the distance from 3 for any cohort or subgroup therein reaches a "high" status on the CA Dashboard that status shall be maintained.
School will meet the new statewide criteria for performance, once they are established.	Not Applicable, API has been discontinued	N/A	N/A	N/A
English Learners will progress to reclassification.	ELPI not available in 2016-17	The percentage of students either:	2% above baseline	2% above baseline

ECMS-G will use the California School Dashboard Report's English Learner Progress Indicator (ELPI)		reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Report's English Learner Progress Indicator, or maintaining a high level of performance on the CELDT/ELPAC, as defined by the California School Dashboard Report's English Learner Progress Indicator will improve by 2% each year until reaching 75%		
Students will progress in measures of college readiness and in other mission-aligned measures.	Interdisciplinary Benchmarks (IBMs) Students will synthesize information from the English, math, history and science disciplines to answer essential and guiding questions using big ideas. Each cohort's average score on Critical Thinking will improve annually by 2% as measured on Interdisciplinary Benchmark Individual Unit Exams	Baseline year	Increase 2% above baseline	Increase 2% above baseline

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)

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

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated)		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$89,592	$79,698	$81,292

Source	Base	Base	Base
Budget Reference	1311	1311	1311

Action 2

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

Students to be Served:

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

Location(s):

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement. Initial strategy sessions will begin in May and additional math actions will be designed summer of 2017.	School will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement. Initial strategy sessions will begin in May and additional math actions will be designed summer of 2017.	

The following increases/improvements will be implemented:

Increase: Release time will be provided over summer or during the school year for scope and sequencing, vertical alignment, course evaluation, textbook selection, integration of SBAC questions into curriculum and assessment, etc.

Improvement: ECMS-G will provide the following events, communications, and workshops in order to help families understand how to support their students in being college and career ready and get feedback to best serve students and their families:

1. Math Night for all families and subgroup families
2. Parent Conferences (data share out- NWEA, IAB etc.)
3. Parent Council
4. Data share out at SSC/ ELAC

Improvement: ECMS-G will continue to partner with UCLA Math Project to ensure that math teachers receive quality professional development in order to improve instruction of mathematics and increase students achievement

Improvement: Math teachers will engage in lesson studies, benchmark protocols, and student work analyses at least once per month to monitor student performance in math throughout vertical alignment

Improvement: Math department, counselor, and administrators will use department team time once per month to analyze student achievement data and identify struggling students and provide appropriate interventions and supports,

	including mandatory tutoring and math lab attendance **Improvement**: ECMS-G will adopt Open Up Resources 6-8 Math Curriculum **Improvement**: Math teachers will visit other school sites and observe/collaborate with other math teachers	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,882	$33,772	$34,447
Source	Base	1. Supplemental Concentration 2. Title II	1. Supplemental Concentration 2. Title II
Budget Reference	5863	1100 5863	1000 5863

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of students who are socioeconomically disadvantaged and English Learners		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $192,578 (Certificated Administrators, CMO Certificated & Math Coach) 2. $38,516 (Benefits) 3. $6000 (Coaching Stipends)	$287,384	$293,132
Source	Supplemental/Concentration	1. Supplemental/Concentration 2. Title II	1. Supplemental/Concentration 2. Title II
Budget Reference	1. 1100-1311 2. 3000-3900 3. 1100	1. 1311 2. 5863, 3000-3900, 1100	1. 1311 2. 5863, 3000-3900, 1100

Action   4

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, will helps low income students and English learners develop the skills needed to succeed in a college preparatory high school, develop students' social emotional skills and reinforce content and skills from core course through engaging activities appealing to multiple modalities.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $219,263 (Certificated Specialty teachers) 2. $26,173 (Classified support staff)	$275,667	$281,180

	3. $8200 (Instructional & PE Supplies) 4. $43,853 (Benefits)		
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1. 1100 2. 2904 3. 4325-4335 4. 3000-3900	1. 1100 2. 4325-4335 3. 3000-3900	1. 1100 2. 4325-4335 3. 3000-3900

Action   5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All students	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Response To Intervention program to ensure struggling low income	Response To Intervention program to ensure struggling low income	

students and English Learners can access curriculum.	students and English Learners can access curriculum. **Improvement:** Core teachers will provide an hour of remediation during the instructional day. **Improvement:** A remediation curriculum will be adopted.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $91,264 (Certificated Intervention Teacher & Lab Teacher) 2. 5,360 (Achieve 3000 & Zeal intervention software) 3. 12,933 (Benefits)	* Money allocated in Goal 1 Action 1.	* Money allocated through Goal 1 Action 1.
Source	1. Title 1 2. Supplemental/Conc 3. Supplemental/Conc		
Budget Reference	1. 1100 2. 4320 3. 3000-3900		

Action   6

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

Students to be Served:

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

Location(s):

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will use software to better understand how subgroups are performing and efficacy of best practices for those groups.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $6,291.84 (Schoolzilla and Teachboost) 2. $5,520 (NWEA MAP)	$9,973	$10,172
Source	1. Supplemental/Concentration 2. Base	1. Supplemental/Conc	1. Supplemental/Conc 2. Base
Budget Reference	1. 4320 2. 5878	1. 4320 & 5878	1. 4320 & 5878

Action 7

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

Students to be Served:

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

Location(s):

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

Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide special education program for students with disabilities. Based on results from the 2017-18 audit of Special Education program we will be: 1. Adding a part-time certificated special education coordinator to oversee program. 2. Adding an additional full time certificated special education teacher 3. Providing intensive weekly coaching for special education	

teachers focused on
   a. Unit planning
   b. Assessment (remedial and grade level)
4. Improving alignment of special education and general education programs by using general education teachers to identify key academic standards taught in general education and quality assessments for these standards. IEP Teams will develop individualized goals informed by bank of special education goals that align with these standards.
5. Improving integration of special education and general education programs by reworking schedules to create shared planning time and increase opportunities for co-teaching.
6. Providing professional development in Universal Design for Learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$238,173	$242,936
Source		1. Other Fed Rev 2. X 3. X	1. Other Fed Rev 2. X 3. X
Budget Reference		1. 1148 2. X 3. X	1. 1148 2. X 3. X

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Specific Student Groups	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Using a semester-long design cycle, our Equity & Diversity Committee (EDC) will engage a group of family, teacher, staff, and administrator representatives to implement, test, and monitor a series of interventions to foster a "community of belonging" for African American students and their families at ECMS-G. The initiative includes a focus on celebrating African American culture, engaging parents through forums and partnership, and developing student affinity groups on campus. Data-driven action, monitoring, and assessment are	

	key features of the EDC's current interventions and recommendations for future action. Data to be reviewed includes achievement, enrollment and retention data for African American students.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$1,778	$1,814
Source		Base	Base
Budget Reference		1100	1100

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

Unchanged

Goal 3

Develop a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parental involvement; 5. Pupil engagement; 6. School climate

Local Priorities:

Identified Need:

Analysis of stakeholder school safety data suggest that the school should do more to improve safety.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rates of parent participation will improve.	89% of parents attended mid year parent conferences	Increase of 1% to 90%	Increase of 1% to 91%	Increase of 1% to 92%
Ada will be 97% or better - Indicators of student engagement will be excellent or progressing towards excellence.	Ada – 98.63% Suspension rate – 1.90% Tardy rates – 6% Chronic absenteeism – 7 Expulsion rate – 0 Drop outs - 0	Ada – 97% or higher Suspension rate – 5% or lower Tardy rates – 10% or lower Chronic absenteeism – 5% or lower Expulsion rate – 2% or less	Ada – 97% or higher Suspension rate – 5% or lower Tardy rates – 10% or lower Chronic absenteeism – 5% or lower	Ada – 97% or higher Suspension rate – 5% or lower Tardy rates – 10% or lower Chronic absenteeism – 5% or lower Expulsion rate – 2% or less

		Drop outs – 1% or less	Expulsion rate – 2% or less Drop outs – 1% or less	Drop outs – 1% or less
CalSCHLS Survey will indicate that efforts to seek parent input in making decision are effective	On Cal-SCHLS survey, more than 82%parents agree or strongly agree that the school actively seeks input from parents in decision making (A12.1).	On CalSCHLS survey, more than 80% parents will agree or strongly agree that the school actively seeks input from parent community before making important decisions	On CalSCHLS survey, more than 80% parents will agree or strongly agree that the school actively seeks input from parent community before making important decisions.	On CalSCHLS survey, more than 80% parents will agree or strongly agree that the school actively seeks input from parent community before making important decisions.
Surveys will indicate that stakeholders feel connected and safe.	2016-17 75% of staff agree or strongly agree that ECMS-G is a supportive and inviting place to work (A4.10) 80% of staff agree or strongly agree that ECMS-G is a safe place for students. 2016-17 Staff & Parent Survey Data not available until July 2017 2015-2016 52% of students agreed or strongly agreed that the school is safe and 48% agreed or strongly agreed that they felt connected to ECMS-G 66% of parents agreed or strongly agreed that ECMS-G is a safe place for their child (A7.3). 16-17 results available by July 2017	Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 77% or more Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more Students agree or strongly agree that the school is safe – 54% or more Students agree or strongly agree that they feel connected to ECMS-G – 50% or more Parents agree or strongly agree that ECMS-G is a safe place for their child – 70% or more	Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 79% or more Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more Students agree or strongly agree that the school is safe – 56% or more Students agree or strongly agree that they feel connected to ECMS-G – 52% or more Parents agree or strongly agree that ECMS-G is a safe place for their child – 72% or more	Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 80% or more Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more Students agree or strongly agree that the school is safe – 58% or more Students agree or strongly agree that they feel connected to ECMS-G – 54% or more Parents agree or strongly agree that ECMS-G is a safe place for their child – 74% or more

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide developmentally appropriate social emotional program for UDPs to ensure a smooth transition into middle school and then into a college preparatory high school.	Provide developmentally appropriate social emotional program for UDPs to ensure a smooth transition into middle school and then into a college preparatory high school, including a summer bridge program for all new students and school-wide implementation of Tribes Social Emotional Learning program.	

Counselor will gather data from students via surveys and informal focus groups to identify root causes for feeling unsafe and implement strategies to address these student concerns.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $79,323 (Certificated counselor & summer admin) 2. $42,432 (Classified student services staff) 3. $1,700 (tribes professional development) 4. $18,676 (Benefits)	1. $65,944 2. $47,133 3. $ 1,700 4. $22,615 5. $15,300	1. $67,263 2. $48,075 3. $1,734 4. $23,068 5. $15,606
Source	Supplemental/Concentration	1. Title I 2. Supplemental/Concentration	1. Title I 2. Supplemental/Concentration
Budget Reference	1. 1920-1930 2. 2300 3. 5200 4. 3000-3900	1. 1930 2. 2300 3. 5200 4. 3000-3900 5. 1920	1. 1930 2. 2300 3. 5200 4. 3000-3900 5. 1920

Action   2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Overnight field trips and day field trips will enrich the learning of low-income students and provided opportunities for healthy risk taking.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$54,500	$42,500	$43,350
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5830-5893	5830-5893	5830-5893

Action 3

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Since a significant percentage of our students with excessive absences have chronic health conditions, we will research ways to better support these students and improve their attendance and implement improvements 2018-9	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Allocated in Goal 2 Action 1	
Source			
Budget Reference		1300	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$733,608	27.62%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Increases to/Improvements in Services to Unduplicated Pupils			
Goal and Action Needs, Conditions, Circumstances	Increased or Improved Action/Service Effectiveness	Scope	Cost of Action/Service
Goal 1 Action 8: ELD Program ECS Certificated Staff will assist ECMS-G in redesigning ELD program to increase the amount of push-in instruction and reduce the amount of time English Learners spend away from their peers. Designated ELD instruction will take place in specialty classes. A new schedule will also facilitate collaboration between teachers and the ELD coordinator. Oversight will be provided to ensure teachers are regularly assessing ELD standards, and continued Professional Development will be provided on Universal Design for Learning and Reading Apprenticeship to ensure teachers are designing instruction to support English Learners. In addition, targeted	**Improvement/Increase** Increasing quality and quantity of integrated ELD instruction by improving collaboration between ELD coordinator and core teachers. Improve student engagement in designated ELD instruction by integrating it into engaging specialty classes and reducing students' segregation from classmates. **Effectiveness** According to the Institute of Education Sciences' meta-analysis in *Teaching Academic Content and Literacy to English Learners in Elementary and Middle*	❏ School-wide ✓ Limited to Unduplicated Pupils	Supp/Conc $13,954 Title III $18,861 Title I $82,897 Other Rev $13,467

professional development on ELD strategies will be a focus of site-level professional development.

Need, Conditions, Circumstances

English Learners' proficiency rates in CAASPP ELA & Math lag far behind other students:

% ELs Meeting or Exceeding Standard	2015	2016	2017
English	2%	4%	2%
Math	2%	4%	3%

ELD standards are not being assessed regularly in all core classrooms

School, there is strong evidence that integrating oral and written English language instruction into content-area teaching is effective for English Learners. Increasing core teachers' collaboration with ELD coordinator and providing oversight to ensure core teachers are regularly assessing ELD standards will increase and improve the Integration ELD into core classrooms. Providing designated ELD instruction in specialty classes (Such as Games and Green Ambassadors) increases opportunities for other ELD practices the Institute of Education Sciences determined to be strongly evidenced-based, such as teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities and using multiple modalities, including writing, speaking, listening and doing, since these specialty classes are hand-on and active.

Goal 2 Action 2:

School will continue to 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.

Need, Conditions, Circumstances

CAASPP Math data from 2016-17 shows low income students' proficiency in CAASPP math is below school wide.

% Students Meeting or Exceeding Math Standard	2015	2016	2017
Low Income Students	25%	19%	24%
Schoolwide	27%	21%	24%

Increase: Release time will be provided over summer or during the school year for scope and sequencing, vertical alignment, course evaluation, textbook selection, integration of SBAC questions into curriculum and assessment, etc.

Improvement: Open Up Resources 6-8 Math by Illustrative will be implemented across all grades

Improvement: Math teachers will participate in professional development in both ELD and Reading Apprenticeship strategies to ensure English Learners have access to text-rich math problems and math conversations.

Improvement: ECMS-G will provide the following events, communications, and workshops in order to help families understand how to support their students in being college and career ready and to get feedback to best serve unduplicated students and their families:

1. Math Night for all families and subgroup families
2. Parent Conferences (data share out- NWEA, IAB etc.)
3. Parent Council

✓ School-wide
❏ Limited to Unduplicated Pupils

Supp/Conn $20,000

Title II $13,772

% Low Income Students Meeting or Exceeding Standard	Class 2017	Class 2018	Class 2019
CAASPP Math 2017	22%	27%	9%

Research indicates that between 4th and 8th grade is where U S students, especially low income students, fall behind in mathematics achievement (Beaton et al., 1996; Schmidt et al., 1999). Most importantly, the ability to succeed in "college preparatory mathematics courses in high school has been linked to success in post-secondary schooling and to life-ong opportunities for success" (Pelavin & Kane, 1990; U.S. Department of Education, 1997).

4. Data share out at SSC/ELAC

Improvement: ECMS-G will continue to partner with UCLA Math Project to ensure that math teachers and administrators receive quality professional development in order to improve instruction of mathematics and increase students achievement

Improvement: Math teachers will engage in lesson studies, benchmark protocols, and student work analyses at least once per month to monitor student performance in math throughout vertical alignment

Improvement: Math department, math coach and administrators will use department team time once per month to analyze student achievement data and identify struggling students and provide appropriate interventions and supports, including referring students to tutoring and small group remediation.

Improvement: Ongoing IAB training will be provided by Director of Curriculum and Instruction and Math Coach to math teachers in order to monitor progress of low income students and English learners over time, in order to better prepare students for college track math in high school.

Effectiveness

"Closing the Mathematics Achievement Gap in High Poverty Middle Schools: Enablers and Constraints" (Robert Balfanz and Vaughan Byrnes Center for Social Organization of Schools, Johns Hopkins University; http://web.jhu.edu/csos/images/tdmg/closingmathachievementgap.pdf) describes how middle schools that implement "a comprehensive set of instructional, teacher support, and school climate reforms" have significantly more improvement in low income students math achievement. The ECMS-G's Math collaboration with UCLAMP includes professional development for both teachers and administrators, in order to shift the math climate at ECMS-G. EdReports evaluation of Open Up alignment and usability indicate that it meets expectations, scoring at the top of the scale in all areas, including "supporting teachers in differentiating instruction for diverse learners." The curriculum includes "ELL Enhanced" lessons and its ELL design is based on the Stanford University Graduate School of Education's EL

	Framework. (https://www.edreports.org/math/open-up-resources/index.html)		
Goal 2 Action 3: **ECS Best Practices** School will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of students who are socioeconomically disadvantaged and English Learners **Need, Conditions, Circumstances** According to the CDE, teacher preparation matters. One study found that the impact of well-prepared teachers on student learning gains in math was "considerably greater than the impact of poverty." ECMS-G's own data indicates that teachers who are implementing our Best Practices at a higher level have better student learning outcomes. Additionally, in 2018-19, ECMS-G will be onboarding seven new teachers, making effective development in our Best Practices a priority.	**Increase:** ECMS-G will increase our math coach from part time to full time, increasing the amount of coaching available to all teachers. **Improvement:** All teachers will participate in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECMS-G will also use TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes will drive improvements in instruction and programs for UDPs. ECMS-G will partner with Antioch to provide induction programming at no cost to teachers. This program will be geared towards ECS Best Practices **Improvement**: Departments will focus on implementing Universal Design for Learning. Reading Apprenticeship strategies will be increased across all content areas. Departments will also collect and use student data during 18-19 school year. Test scores (i.g. CAASPP math and English, NWEA, and IAB) will also be examined, and target goals will be set and monitored by departments throughout the year. **Improvement**: New to ECS teachers will have additional summer professional development which will focus on familiarizing new teachers with ECS Best Practices Rubric. New teachers will also have access to an experienced ECMS teacher and meet at least twice a month as a cohort to receive additional supports as needed. **Effectiveness** ECS Best Practices include a range of research-based teaching practices. Our Best Practices Rubric is based upon the research-based frameworks developed by Marzano and Charlotte Danielson. Our Rubric includes an Environmental and Experiential Learning and an element for interdisciplinary and project-based teaching. These	✓ School-wide ❑ Limited to Unduplicated Pupils	Supp/Con 284,767 Title II $2,617

	approaches not only increase student interest, they increase understanding, retention, and application of general concepts and increase students' ability to make decisions, think critically and creatively, and synthesize knowledge. (https://www.edutopia.org/integrated-studies-introduction)		
Goal 2 Action 4 **Specialty** Specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, will help low income students and English learners develop the skills needed to succeed in a college preparatory high school, develop students' social emotional skills and reinforce content and skills from core course through engaging activities appealing to multiple modalities. **Need, Conditions, Circumstances** Specialty classes provide opportunities to reinforce content with experiential learning. Low Income students and English Learners benefit from lessons that empower them to solve problems in their communities or activities that culturally relevant. Students receive explicit instruction in organizational and study skills in College Readiness, and in Games and handwork English Learners have opportunities to build content-knowledge, vocabulary, listening and speaking skills through multi-modal, hands-on experiences.	**Increase/Improvement** Games class provides additional opportunities for students to develop their collaborative skills through challenges and games. These skills are needed for content-rich interdisciplinary benchmarks and other group work in core classes. Games also supports academic learning by teaching students personal goal-setting. Activities in Games reinforce content in core classes; the 6th grade Olympic Games occur during core classes' study of Ancient Greece and the 7th grade Ulama Competition coincides with core classes' unit on the Aztecs. They spend time outside... Handwork/Art class provides similar content reinforcement. When 6th grade studies ancient Egypt, students make Papyrus in Handwork. When 8th graders study American History, students make a quilt. Our handwork teacher develops students' capacity to produce quality work, teaching graphic design, color theory and other artistic content that improves student projects and presentations. In Green Ambassadors class students learn science content through environmental projects. Students identify and research problems in their community, develop solutions and teach those solutions, improving their skills in research, argument and persuasion (key literacy skills). College Readiness students receive explicit instruction in the knowledge and skills necessary to increase academic success in the classroom in an effort to close the gaps in academic achievement. College Readiness addresses any deficits low income students might have in study skills, test preparation, organization, and/or use of technology. **Effectiveness** Specialty classes provide an opportunity for students to be more active during their learning, which benefits their	✓ School-wide ❏ Limited to Unduplicated Pupils	Supp/Con $275,667

	learning and their physical well being (Centers for Disease Control and Prevention. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA; Centers for Disease Control and Prevention, US Department of Health and Human Services; 2010)		
	A 2007 study demonstrated a connection between art and improved visual analysis skills, learning from mistakes, being creative and making better critical judgments ("Studio Thinking: The Real Benefits of Visual Arts Education" Teachers College Press).		
	Multiple researchers have documented weak study skills among students who have academic difficulties. (Henley, Ramsey, & Algozzine, 1996; Hoover & Patton, 1995; Lenz et al., 1996; Strichart, Mangrum, & Iannuzzi, 1998; Waldron & McLeskey, 2000). According to Gersten (1998), many students with academic difficulties are not aware of "tricks of the trade" that are used by academically competent students when they study.		
Goal 2 Action 6 **Data** School will use software to better understand how subgroups are performing and efficacy of best practices for those groups. **Need, Conditions, Circumstances** To assist with targeting instruction and evaluating our programs, we need objective, actionable data on students' reading, language use and mathematics (NWEA MAP) In order to effectively use data to inform how we allocate resources we must be able to access and manipulate a wide range of data, including CAASPP, NWEA MAP, IBM, grades, attendance, teacher performance, and survey data. To provide improved services to our unduplicated pupils we must be able to disaggregate the data-- separate out data for foster, English learners and low income students and visualize it in ways that help us to answer questions about the efficacy of our actions. (Schoolzilla & TeachBoost)	**Improvement** ECMS-G staff will use educational and data management/visualization software to disaggregate data, help us understand performance gaps for our unduplicated pupils, improve instruction and evaluate efficacy of our programs and practices. **Improvement** Data Manager will attend professional development meetings when teachers and administrators access data using Schoolzilla, evaluate patterns in use and analyze feedback. This information will be used to improve Schoolzilla reports and to create new reports in response to new inquiry questions **Effectiveness** The Elementary and Secondary Education Act, as reauthorized in 2002, calls for the collection, analysis, and use of student achievement data to improve school outcomes. More than half of ECMS teachers surveyed rated TeachBoost as "useful" and 55% access SchoolZilla	✓ School-wide ❏ Limited to Unduplicated Pupils	Supp/Con $9,973

	to look at data and 6 out of 15 find the platform easy to use.		
Goal 3 Action 1: **Social-Emotional Learning Program** Provide developmentally appropriate social emotional program for UDPs to ensure a smooth transition into middle school and then into a college preparatory high school, including a summer bridge program for all new students and school-wide implementation of Tribes Social Emotional Learning program. Counselor will gather data from students via surveys and informal focus groups to identify root causes of feeling unsafe and implement strategies to address these student concerns. **Need, Conditions, Circumstances** Low income students may find the transition to middle school more challenging than other students. Poverty can influence a child's perceptions, interactions, and relationships. Haberman (2005;1995) reports on five forces that impact urban children affected by concentrated poverty. According to Haberman (2005; 1995), children may (a) experience difficulty trusting adults, (b) avoid interacting with others, (c) demonstrate feelings of hopelessness, (d) reveal as little as possible of themselves, and (e) respond only by giving and taking orders (https://www.isbe.net/Documents/poverty-at-risk-student-needs.pdf). A schoolwide social emotional learning program helps support students' development and mitigate the effects of poverty or similar stressors experienced by unduplicated pupils.	**Improvement/Increases** The addition of a DIS counselor will increase the availability of our academic counselor to support unduplicated students. **Improvement** Teachers and staff will receive professional development in Tribes program. **Improvement** Surveys of students will be used to inform improvements of school systems, including counseling, discipline and Tribes. **Increases** Summer Bridge provides additional instruction to new students to familiarize them with ECMS-G school culture and expectations. Summer Bridge and Tribes program will also help build low income students' trust in new adults and facilitate their interaction with their peers. **Effectiveness** Students who participate in Summer Bridge are perceived to transition more easily to ECMS-G. Teachers who effectively implement Tribes strategies have fewer disciplinary referrals.	✓ School-wide ❏ Limited to Unduplicated Pupils	Supp/Con $86,748 Title I $65,944
Goal 3 Action 2: **Field trips** Overnight field trips and day field trips will enrich the learning of low- income students and provided opportunities for healthy risk taking. **Need, Conditions, Circumstances** Lack of financial resources or language barriers can limit ECMS-G students' experience of the communities and resources outside their own neighborhoods. Unsafe neighborhoods and the increase of computer/video game	**Improvement/Increases** Unduplicated pupils' learning experiences will be augmented by overnight and day field trips, designed to deepen their understanding of academic content, provide exposure to how academic skills and knowledge operate in the real world, and expose students to new and unfamiliar challenges. **Effectiveness**	✓ School-wide ❏ Limited to Unduplicated Pupils	Supp/Con 42,500

| use reduces students' access to nature and the outside world. | ECHS students report that overnight camping trips helped prepare them for the challenges of living away from home their Freshman year of college.

The University of Wisconsin-Steven's Point has collected a wide range of research documenting "increased standardized test scores, enhanced attitude about school, improved in-school behavior, improved attendance and overall enhanced student achievement when students learn in and about nature." *

Outdoor education "effectively employs a greater range of children's intelligences" and many researchers attribute "the increase in performance to increased relevance and hands-on experience of learning outdoors."*

*https://www.uwsp.edu/cnr-ap/leaf/school-grounds/documents/outdoor%20education%20research%20for%20school%20Grounds.pdf | | |