# LCFF Budget Overview for Parents

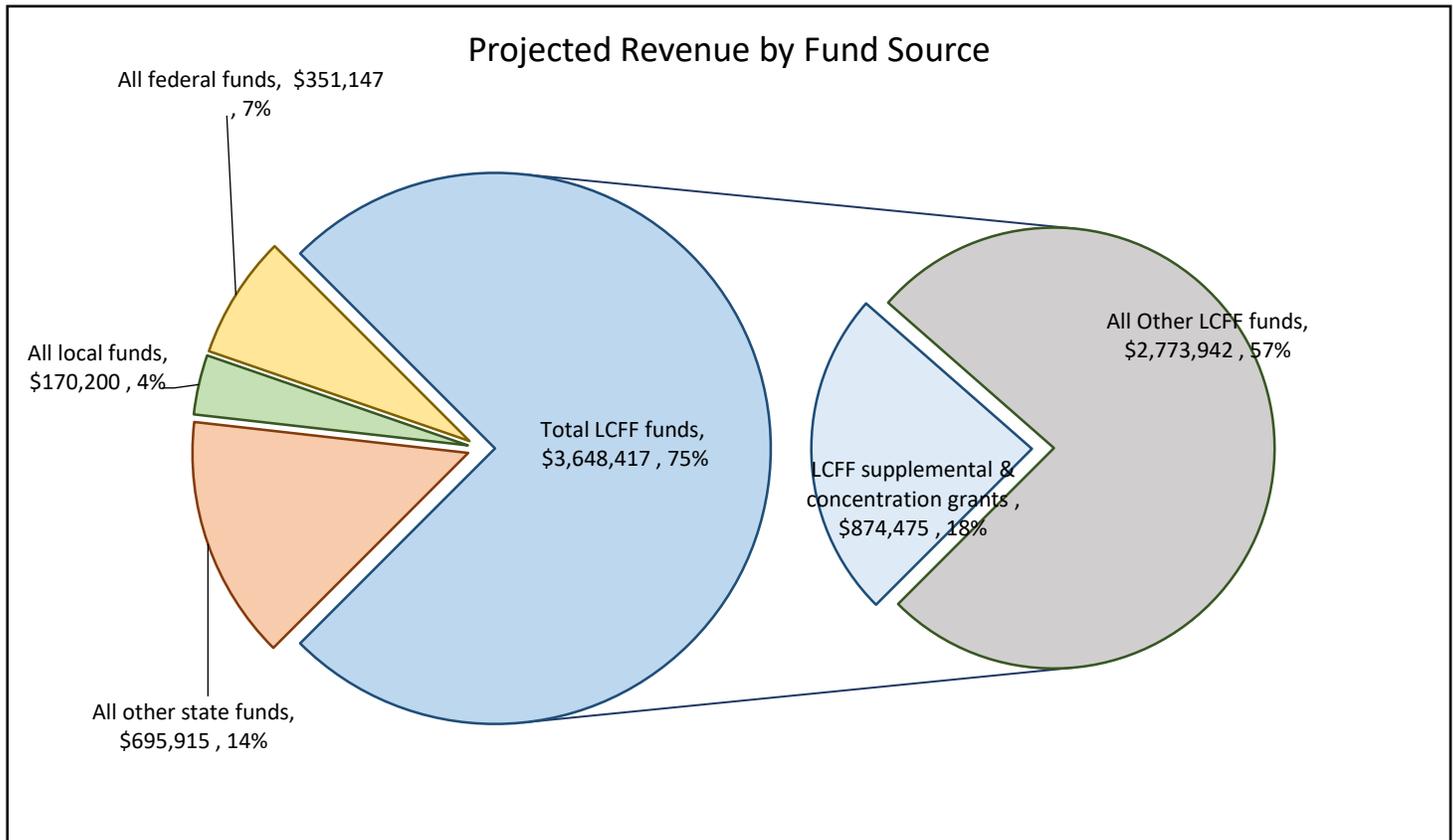Local Educational Agency (LEA) Name: Environmental Charter Middle

CDS Code: 19101990121772

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Qiana O'Leary - 310-425-1605 ext. 2001 - qiana_oleary@ecsonline.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year



Projected Revenue by Fund Source

- All federal funds, $351,147, 7%
- All local funds, $170,200, 4%
- All other state funds, $695,915, 14%
- Total LCFF funds, $3,648,417, 75%
- LCFF supplemental & concentration grants, $874,475, 18%
- All Other LCFF funds, $2,773,942, 57%

This chart shows the total general purpose revenue Environmental Charter Middle expects to receive in the coming year from all sources.

The total revenue projected for Environmental Charter Middle is $4,865,679.00, of which $3,648,417.00 is Local Control Funding Formula (LCFF), $695,915.00 is other state funds, $170,200.00 is local funds, and $351,147.00 is federal funds. Of the $3,648,417.00 in LCFF Funds, $874,475.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents

## Budgeted Expenditures
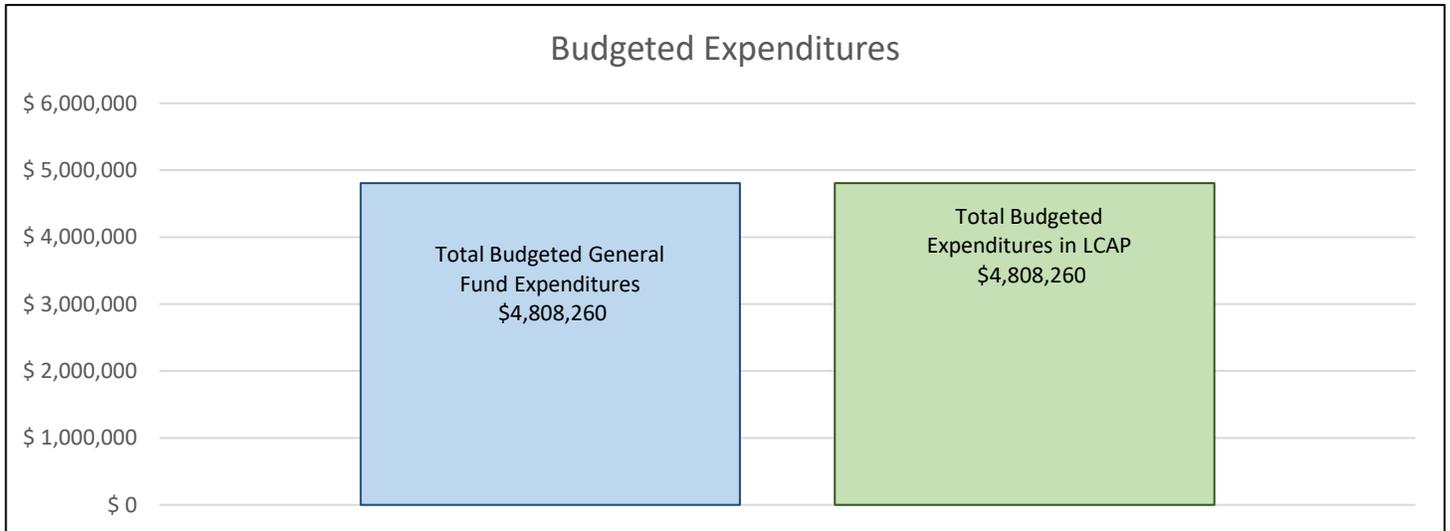


This chart provides a quick summary of how much Environmental Charter Middle plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.
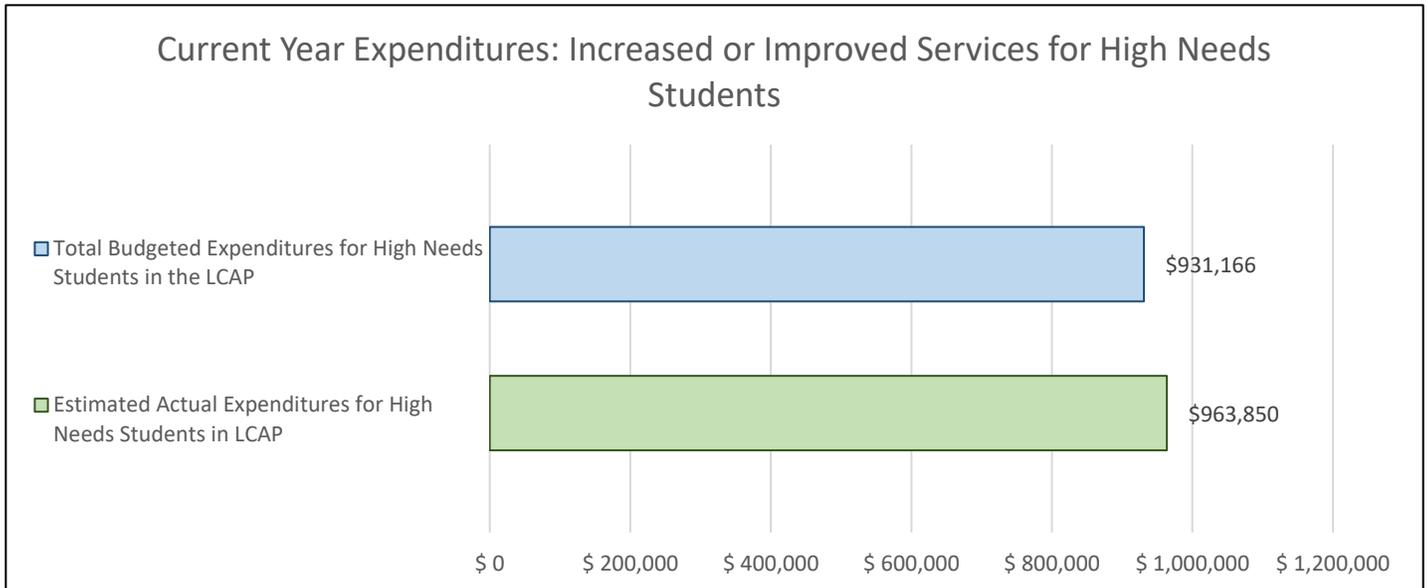
Environmental Charter Middle plans to spend $4,808,260.00 for the 2019-20 school year. Of that amount, $4,808,260.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

### Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Environmental Charter Middle is projecting it will receive $874,475.00 based on the enrollment of foster youth, English learner, and low-income students. Environmental Charter Middle must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Environmental Charter Middle plans to spend $1,055,625.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

| Category | Amount |
|---|---|
| ☐ Total Budgeted Expenditures for High Needs Students in the LCAP | $931,166 |
| ☐ Estimated Actual Expenditures for High Needs Students in LCAP | $963,850 |

(Horizontal axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000, $ 1,200,000)

This chart compares what Environmental Charter Middle budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Environmental Charter Middle estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Environmental Charter Middle's LCAP budgeted $931,166.00 for planned actions to increase or improve services for high needs students. Environmental Charter Middle estimates that it will actually spend $963,850.00 for actions to increase or improve services for high needs students in 2018-19.

# 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 | Dr. Qiana O'Leary, Principal | qiana_oleary@ecsonline.org, 310-425-1605 ext. 2001 |

# 2017-20 Plan Summary

## The Story

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

Environmental Charter Middle School – Gardena (ECMS-G) is part of the Environmental Charter Schools' network of free, public schools in southwestern Los Angeles. Since its inception in 2000, Environmental Charter Schools (ECS) has been providing students with a unique learning experience that utilizes environmental service learning to inspire students to find authentic meaning in their studies.

The ECMS-G curriculum is interdisciplinary and project-based, requiring students to perform in all four core subject areas (math, science, English, and history) in authentic, interdisciplinary tasks. Our approach to interdisciplinary learning and project-based instruction asks students to draw connections that they might not see when subjects are atomized within strongly demarcated disciplinary boundaries.We emphasize equity, differentiation, backward planning, and data analysis as school-wide goals and return to these topics in our weekly professional development meetings. In addition, we use a community-building curriculum to teach our students character development, conflict resolution, and collaborative learning. Environmental studies help students connect their learning to the outside world and develop a consciousness to act positively on their environment. It is our fervent belief that all children, given the opportunities and proper supports, can master the Common Core State Standards (CCSS) and achieve at high levels in high school, college, and beyond.

We are located in the Harbor-Gateway, an unincorporated, shoelace-shaped north-south residential and industrial neighborhood just east of Gardena. 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. (robert maxwell)

## Mission Statement

To reimagine public education in low income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

## Core Values

**JUSTICE** - We examine bias, racism and prejudice. We deliver culturally responsive curriculum. We succeed when students' race and class cease to predict their level of achievement. -Pedro Noguera

**COMMUNITY** - We care. We collaborate. We respect the rights and voices of our stakeholders.

**CURIOSITY** - We question. We explore. We innovate.

**SUSTAINABILITY** - We think globally and act locally. We adapt. We encourage systems thinking to create a sustainable future.

**LEADERSHIP** - We listen. We think critically. We advocate. We shift public discourse. We are our own superheroes.

## Best Practices

**Small Learning Communities**

1. Interdisciplinary Curriculum & Authentic Assessment

2. Relevant & Engaging Instruction

3. Environmental & Experiential Learning

4. Collaboration with Partners

**Student Learning Outcomes**

1. All students will think critically and demonstrate academic proficiency

2. All students will practice community responsibility and environmental stewardship

3. All students will develop their own sense of purpose

4. All students will make choices, which improve their physical health and emotional well-being

5. All students will communicate clearly and build healthy relationships

# LCAP Highlights

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

Our 2017-2020 year 3 LCAP includes specific responses to data analyses that were conducted throughout the year. Reviewing data, soliciting stakeholder feedback, and evaluating our program has had a critical impact on the upcoming LCAP's formulation. Discrepancies between math and ELA scores on CAASPP and discussions with both teachers and parents led to adding a full-time math coach for all math teachers. All decisions at the school are made in consultation with teachers, parents, and when appropriate, students. In order to serve our unduplicated students well, our LCAP was developed to achieve the following major critical goals.

**Goal 1. Ensure operations and facilities are mission-aligned, meet needs of educational program & facilitate achievement of student learning outcomes.** ECMS-Gardena will continue to pursue excellence in operations and facilities in order to meet our students' educational needs. We continue to work to staff our teaching and other positions with highly-qualified individuals, and support employees' growth through mentoring, training, support, and ultimately placing people in leadership positions. Our organization, Environmental Charter Schools, continues to pursue excellence in operations, and has worked over the past several years to solidify our operations department into an efficient team. Locally, our school operations team continues to grow and learn, and has benefited from enhanced offices this year.

**Goal 2: Improve outcomes for all students by improving instruction and programs.** Our school will be working toward full schoolwide implementation of the Reading Apprenticeship (RA). This program is designed for implementation in all core subjects. We have been using RA in our ELA/History classes since 2017-2018, and are now planning to spread this successful effort across the entire school. As a result of ongoing data analysis, we will continue our efforts in math achievement in order to meet the needs of our unduplicated students. In the coming year, based on analysis of data revealing that some of our unduplicated students struggle with math and science due to the heavy literacy demands of math expectations, we will be turning our attention to training all teachers in practices designed to enhance students' literacy in all content areas. Our full-time math instructional coach will also be trained in RA strategies so that she can mentor math teachers in literacy. We continue to work to improve academic outcomes for our African American subgroup, of which many are SED. Finally, we continue to offer services for English Learners, SED, and Foster Youth, who are monitored and served by our Student Support Team with push-in services, and specific additional interventions designed for extra support.

**Goal 3: Develop a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability.** In the coming year, we plan to further ensure that our school culture remains unified, empowering for stakeholders, and responsive to community needs. In order to be sure that our school culture (including staff, student, and parent culture) continues to thrive, we have added a Dean of Student Culture. This person's job will be to ensure that all stakeholders feel deeply tied to the school community. This requires planning events and field trips that involve parents and build community within the school, training teachers and staff to understand how to support positive school culture, continuing to use restorative practices in our progressive discipline program, and carefully analyzing data and feedback from all stakeholders.

# 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

For ECMS-G, the greatest progress from the Spring 2018 to Fall 2018 California School Dashboard has been in suspension rates across all student groups, and English Language Arts (ELA) and Math scores for African American students. The suspension rate declined across all student groups by -3.0% and this puts ECMS-G in the best status level (very low). Suspensions declined most significantly for AA students (-3.7%) and SEDs (-3.3%). We are especially pleased to see suspension rates for African American students decline, as discipline for this group was a focus for our Equity and Diversity Committee last year. Professional development to implement structural changes to the disciplinary system are attributed to improved outcomes in this area.

ELA scores increased significantly (+25.6) for AA students in the School Dashboard and increased or maintained for all other student groups except English Learners. Math scores also increased significantly for AA students (+21.5) and across all students (+9.9)

The Fall 2018 CA School Dashboard does not provide an ELPI status because 2018 is the first year for which ELPAC results are available. However, the dashboard does state that 39.3% of ELs at ECMSG achieved the level 4 proficiency level (Well Developed), and a further 41.1% achieved the level 3 proficiency level (Moderately Developed), both of which are much higher than state average:
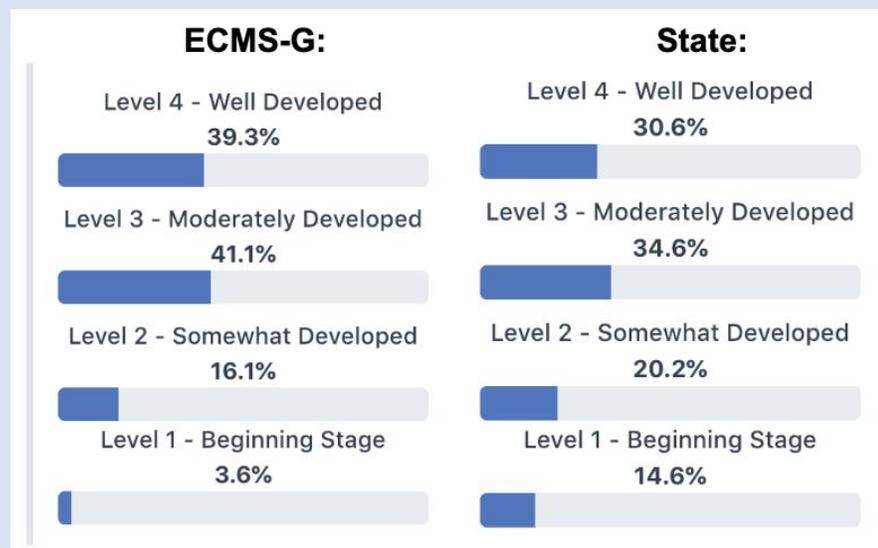
Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that 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

The Fall 2018 CA School Dashboard does not 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.

For areas with the greatest needs at our school, Chronic Absenteeism is a major focus. Chronic Absenteeism for English Learners increased by 5.3% and for SWDs by 3.2% between the Spring 2018 and Fall 2018 California School Dashboard releases. The actions we took in 2018-19 focused on the significant percentage of our students with excessive absences have chronic health conditions by researching and implementing methods to better support these students and improve their attendance. However, we did not reach our Chronic Absenteeism Annual Measurable Outcome goal of 5% with a 6.1% Chronic Absenteeism rate this year. To continue to improve toward reaching our goal in 2019-20, we have shifted our action plan: since English learners have a higher rate of Chronic Absenteeism than school wide learners, the front office and the ELD coordinator with work with the ELAC to identify and implement strategies to improve EL attendance.

Based on a 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.

In 2019-20 Implementation and evaluation of ECS Best practices will include student-centered coaching training for coaches and an induction program for new teachers in collaboration with Antioch, which aligns teacher induction with ECS Best Practices Rubric. Teachers will continue to meet regularly with their instructional coaches and 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.

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

In both ELA and Math, English Learners and SWD student groups are both performance level Red, which is two performance levels lower than the All Students group performance level Yellow. Over the course of the year, ECMSG has implemented significant changes to improve outcomes English Learners and students with disabilities.

Improving our program for students with disabilities is key to supporting our English Learners. Many of our English Learners are LTELs (54.6%) and of those approximately half of these are also Students with Disabilities. Examining the first set of ELPAC scores almost all the overall scores of 1 and 2 are from English Learners who have active IEPs. Therefore, it is key that we improve our special education program and how it interacts with our ELD program. As a result, we increased our special education staffing from two teachers to three and added a part-time special education coordinator. We will also continue full implementation of co-teaching model for special education. Furthermore, for school year 2019-20, we will complete our transition to the El Dorado Charter SELPA (Special Education Local Plan Area), which will provide ECMS-G a higher level of support and increased revenue streams for special education. We will also continue attending workshops on how to best support LTELs with disabilities. Our objective is to reduce the separation between departments and teachers to truly integrate the support our English Learners receive across our educational program.

To incorporate the Universal Design for Learning framework and to better integrate ELD across core classes, we adopted a new math curriculum and an ELD curriculum. In 2018-2019 we piloted English 3D, an ELD program designed by Kate Kinsella, which is a curriculum designed to support teachers in delivering instruction aligned with the California ELD standards and ELD Framework. Next year we plan to fully adopt and daily implement the English 3D curriculum in all English courses. After piloting a new math curricula in 2017-2018, we fully adopted and implemented Open Up Resource across all grades, as well as increased our part-time math coach to a full-time position. Next year, the organization aims to hire a math specialist to support all ECS sites with teacher trainings and vertical alignment of our mathematical practices for all learners.

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

The ECMS-G educational program is designed to meet the needs of the Gardena community. Low-income students, English learners, and foster youth, who comprise the overwhelming majority of our student body, require services to help them both academically and emotionally. ECMG is committed to improving our practices to to server the needs of our learners.

Our approach to prepare unduplicated learners to become conscious, critical thinkers equipped to graduate college to create a more sustainable world includes intentional implementation of the

following signature initiatives: ECS teaching best practices, specialty classes, intervention programs and our environmentally-themed, project-based, interdisciplinary curriculum.

Since quality instruction is the most important factor for students' success, we will continue to allocate significant resources to advance high-quality instruction in all classrooms. ECMS-G administrators, instructional coaches, and teacher leaders, with the support of ECS staff, will use Diane Sweeney's Student-Centered Coaching framework to observe classroom instruction and review teacher planning to ensure that the practices best suited to engage low income students and English Learners are implemented school wide with fidelity.

Over the summer we will review the findings from ELD audit to assess and improve ELD instruction across classrooms. Next year 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. English and Humanities teachers will receive ongoing professional development and classroom observation feedback related to English 3D implementation goals.

We will also continue to analyze disaggregated student outcome data to look for performance gaps and provide teachers with support, feedback and professional development to target our unduplicated pupils. The Response to Intervention program will ensure unduplicated learners receive supports that are tailored to their individual needs. Core teachers (Math/Science and English/History) will continue to implement ELD standards and strategies in their classrooms in addition to implementing Reading Apprenticeship approaches, which help students with metacognition and academic vocabulary. Additionally, the math coach will also be trained in critical literacy strategies through Reading Apprenticeship and will help math teachers work on students being able to access math vocabulary and math concepts for which a grasp of language is vital.

We will continue to partner with key stakeholder members to develop strategies to improve chronic absenteeism for our English Learners. The ELD Coordinator, paraeducator, parent community liaison, and administration will meet monthly with ELAC to review EL attendance and academic data to address barriers that prevent ELs from attending school regularly.

# Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total General Fund Budget Expenditures For LCAP Year | $4,808,260 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | $4,808,260 |

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 | $3,648,417 |

# Annual Update

## 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 | **Met.** 2 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 core teachers regularly teach and assess CCSS. |
| 100% of all teachers regularly assess ELD standards.<br><br>100% of teachers participate in professional development regarding ELD standards implementation | **Not Met.** 90% of teachers regularly assess ELD standards<br><br>**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

### Action 1.1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| School will employ certificated employees necessary to implement educational program. | ECMS-G saw significant changes in certificated staffing in the 2018-19 school year, partly in response to concerns with student achievement and partly the result of changes to leadership. New Principal, Assistant principal, counselors, and many new teachers. To support the staffing transitions, teacher leaders and administrators met weekly to review teacher feedback, plan professional development, and facilitate collaborative practices that fostered the development of rigorous interdisciplinary units and department planning. | Est.Cost: $883,993<br><br>Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants<br><br>Acct. Code: 1000-1900 | Est.Exp.: $880,982<br><br>Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants<br><br>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 | Office staff was slightly reconfigured, reducing classified costs. Our new COO, who replaced our Director of Finance & Operations was a certificated hire, moving costs from classified employees and increasing costs under certificated. | Est.Cost: $281,069<br><br>Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants<br><br>Acct. Code: 2000-2904 | Est.Exp.: $242,731<br><br>Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants<br><br>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 | School contracted with a consultant to hold focus groups available to all | Est.Cost: $570,381 | Est.Exp.: $522,029 |

| | | Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants | Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants |
|---|---|---|---|
| benefits packages. To improve teacher retention employer benefit contributions will increase, based upon stakeholder feedback received during benefits audit. | employees where information was gathered on employee satisfaction with their benefits. We also surveyed employees and analyzed benefit packages provided by other districts and charters. Research revealed that ECS was at risk of becoming a single insurance provider, because a majority of our employees were choosing Kaiser. In order to maintain diverse insurance offeringings in 2018-19 we incentivize employees to select HMO and PPO options. We also increased the employer contribution toward insurance costs for employees with dependents. | 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. | Expenses were higher than anticipated due to piloting the implementation of a new ELD curriculum adoption, as well as replace depreciated classroom technology and purchase new devices for newly hired staff members. | Est.Cost: $255,038<br><br>Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants<br><br>Acct. Code: 4000-4720 | Est.Exp.: $284,054<br><br>Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants<br><br>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. | Expenses were slightly higher than anticipated due to one student issue that resulted in litigation. We also contracted with English language development experts to audit our ELD program. To support the implementation of our co-teaching model for ELD and Special Education programs, we spent slightly more than budgeted on professional development, including training our teachers on English 3D. This also | Est.Cost: $1,144,241<br><br>Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants<br><br>Acct. Code: 5000-5920 | Est.Exp.: $1,196,533<br><br>Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants<br><br>Acct. Code: 5000-5920 |

| | | | |
|---|---|---|---|
| | impacted on substitute costs. Costs for field trip busses were higher than projected, in part because fires in local mountains required us to change field trip locations. | | |

## 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. 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. | ECMS-G was able to complete the capital improvements planned under Prop K. Some improvements planned for 2017-18 were completed in 2018-19, resulting in higher than planned expenditures. Rainwater collecting pond and arroyo were completed, along with fitness and play equipment installed along and completed installation of turf play surface. Projects were more expensive than anticipated as a result of changing contractors and restarting bidding process and because of issues with drainage. | Est.Cost: $261,000<br><br>Funding Source(s): Other State Revenues, Fundraising and Grants<br><br>Acct. Code: 6000-6200 | Est.Exp.: $365,522<br><br>Funding Source(s): Other State Revenues, Fundraising and Grants<br><br>Acct. Code: 6000-6200 |

## 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 school's implementation of standards implementation and work to secure additional resources needed to implement educational program.<br><br>**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. | In 2018-2019, ECS discontinued the positions of Facilities & Sustainability Manager and HR Consultant. ECS replaced the position of Director of Finance & Operations with a Chief Operating Officer and replaced the position of Talent Director with a Senior Manager of Recruitment & Talent. These changes resulted in lower administrative costs. | Est.Cost: $257,494<br><br>Funding Source(s): Base<br><br>Acct. Code: 2000-2999 | Est.Exp.: $179,424<br><br>Funding Source(s): Base<br><br>Acct. Code: 2000-2999 |

# Action 1.8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | The ELD coordinator attended a variety of EL professional development trainings and conferences to learn the EL Roadmap and other EL instructional strategies. The ELD coordinator collaborated with the instructional leadership team to facilitate professional development at the site level. Push in instruction was increased and integrated ELD in Green Ambassadors was improved and increased. Designated ELD occurred in ELA classes. In addition, an ELD audit was conducted including meetings with teachers, staff, and parents, classroom observations an | Est.Cost: $129,178<br><br>Funding Source(s): Supplemental Concentration<br><br>Title I<br><br>Title III<br><br>Other Revenue<br><br>Acct. Code:<br><br>2100<br><br>1311<br><br>1100<br><br>3000-3900<br><br>5863 | Est.Exp.: $134,021<br><br>Funding Source(s): Supplemental Concentration<br><br>Title I<br><br>Title III<br><br>Other Revenue<br><br>Acct. Code:<br><br>2100<br><br>1311<br><br>1100<br><br>3000-3900<br><br>5863 |

# Analysis

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

The actions planned to achieve Goal 1 were implemented as described in the plan.  Full implementation of Action 1.6, planned capital improvement through Prop K had been delayed in the year prior due to design and construction issues and was completed in the 2018-19 school year. Various positional changes as stated in Actions 1.2 and 1.7 resulted in higher efficacy for operations, finance, facilities, and talent management departments while reducing the overall organizational spend on salaries.

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 meeting the stated goal of ensuring facilities are mission-aligned, meet needs of educational program, and facilitate achievement of student learning outcomes.

All of our facility-related measurable outcomes were met, chiefly through the completion of the Prop K improvements: additional play structures, gardens, and special green features have all been installed in 2018-19. In our education-related measurable outcomes, 100% of students have access to standards-aligned instructional materials and to the ECMS-G educational program. Furthermore,

100% of our teachers participated in ELD standards implementation professional development and three kid-free work stations are available at any time for teachers to use.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures for Action 1.2 was lower than planned because of lower office and supervision staff costs. Also, we budgeted money for our Home Office Director of Finance & Operations/COO as a classified position and the individual hired was certificated, moving that expenditure under certificated salaries (1000).

Action 1.4  - Expenses were higher because of the pilot implementation of a new ELD curriculum adoption, as well as replacement of depreciated classroom technology and purchases of new devices for newly hired staff members.

Action 1.5 - Expenditures in budget series 5000 were slightly higher than anticipated. One student issue resulted in litigation, increasing attorneys' fees. We also contracted with English language development experts to audit our ELD program. To support the implementation of our co-teaching model for ELD and Special Education programs, we spent slightly more than budgeted on professional development. This also impacted on substitute costs. Costs for field trip busses were higher than projected, in part because fires in local mountains required us to change field trip locations.

Action 1.6 - More money was spent on capital improvements.  Some improvements planned for 2017-18 were completed in 2018-19, resulting in higher than planned expenditures. Projects were more expensive than anticipated as a result of issues with drainage, changing contractors and restarting bidding process.

Action 1.7 - In 2018-2019, ECS discontinued the positions of Facilities & Sustainability Manager and HR Consultant. ECS replaced the position of Talent Director with a Senior Manager of Recruitment & Talent. These changes resulted in lower administrative costs at the home office.

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.

Action 1.6 will be revised to reflect the completion of Prop K capital improvements.

Action 1.8 will be moved under Goal 2 as our ELD-related actions now fall more under improving programs and instruction than under standards implementation.

# 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 |
|---|---|

**Expected**

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.

**Actual**

**Partially Met.** ECMSG overall, and particularly African American students, and the class of 2019, showed strong growth in both ELA and Math in 2018. However, this is not true for every subgroup, and class of 2018 had a decline in Math.

**ELA**
Distance from Proficiency per Cohort

|  | 2017 | 2018 | 2019 |
|---|---|---|---|
| Class of 2019 | -61.3 | -36.4 | Pending |
| Class of 2018 | -20.3 | -18 | Pending |

Distance from Proficiency per Subgroup

|  | 2017 | 2018 | 2019 |
|---|---|---|---|
| Overall | -39.4 | -32.1 | Pending |
| EL | -124.8 | -118.4 | Pending |
| SWD | -121.8 | -118 | Pending |
| SED | .41.7 | -34.5 | Pending |
| Hispanic or Latino | -39.9 | -41.1 | Pending |
| Black or African American | -53.6 | -27.5 | Pending |

**Math**

Distance from Proficiency per Cohort

|  | 2017 | 2018 | 2019 |
|---|---|---|---|
| Class of 2019 | -103 | -75.9 | Pending |
| Class of 2018 | -61.8 | -70.9 | Pending |

Distance from Proficiency per Subgroup

|  | 2017 | 2018 | 2019 |
|---|---|---|---|
| Overall | -80.8 | -72 | Pending |
| EL | -154.8 | -154.7 | Pending |
| SWD | -152.1 | -167.9 | Pending |
| SED | -84.1 | -74.5 | Pending |
| Hispanic or Latino | -81.8 | -80.7 | Pending |
| Black or African American | -101.5 | -82.3 | Pending |

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

N/A

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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%

The Fall 2018 Ca School Dashboard does not provide an ELPI status because 2018 is the first year for which ELPAC results are available.

However, the dashboard does state that 39.3% of ELs at ECMSG achieved the level 4 proficiency level (Well Developed), and a further 41.1% achieved the level 3 proficiency level (Moderately Developed).

As of this writing, our reclassification rates are as follows:

|  | 18-19 | Cohort |
|---|---|---|
| Class of 2019 | 26% (5/19) | 53% (16/30) |
| Class of 2020 | 23% (11/48) | 36% (21/59) |

| | Class of 2021 | 14% (6/43) | 14% (6/43) |
|---|---|---|---|

| Students will progress in measures of college readiness and in other mission-aligned measures.<br><br>Interdisciplinary Benchmarks (IBMs)<br><br>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<br><br>Baseline year | **Not Met.**<br><br>Average Critical Thinking score by cohort 2017-18 Baseline: |
|---|---|

| | **17-18** | **18-19** |
|---|---|---|
| **Class of 2019** | 1.89 | 2.78 |
| **Class of 2020** | 2.73 | 2.03 |
| **Class of 2021 (baseline)** | | 1.55 |

## Actions / Services

## Action 2.1

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|
| ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated) | ECS certificated personnel provided support with charter renewal, including extensive data collection, visualization and analysis. ECS certificated personnel provided professional development to site administrators through weekly cabinet meetings. These meetings primarily focused on implementation of Student Centered Coaching. ECS certificated personnel provided support with program evaluation, including researching and selecting consultants to provide expert advice and/or audit programs. The Director of Curriculum & Instruction provided resources to Instructional Leadership Teams and coordinated partnership between school site and Antioch, our induction vendor, and other outside professional development providers including UCLA Math Project. ECS certificated providing support with data gathering tools such as | Est.Cost: $79,698<br><br>Funding Source(s): Base<br><br>Acct. Code: 1311 | Est.Exp.: $107,227<br><br>Funding Source(s): Base<br><br>Acct. Code: 1311 |

| | PowerSchool, TeachBoost, NWEA MAP & Schoolzilla. | | |
| | The increase in actual expenditures for Home Office certificated staff was the result of personnel change. The position of Director of Finance & Operations/COO (previously a classified employee) was filled with a certificated employee. | | |

## 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.<br><br>The following increases/improvements will be implemented:<br><br>**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.<br>**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:<br>Math Night for all families and subgroup families<br>Parent Conferences (data share out-NWEA, IAB etc.)<br>Parent Council<br>Data share out at SSC/ ELAC<br>**Improvement:** ECMS-G will continue to partner with UCLA Math Project to ensure that math teachers receive quality | School participated in an ECS-wide math initiative, which coordinated math expertise and resources across the organization and identified, implemented and evaluated strategies to improve math achievement. EL and low-SES students, who lag behind in math, benefited from increased attention to math achievement. | Est.Cost: $33,772<br><br>Funding Source(s):<br>1. Supplemental Concentration<br>2. Title II<br><br>Acct. Code:<br>1100<br>5863 | Est.Exp.: $33,115<br><br>Funding Source(s):<br>1. Supplemental Concentration<br>2. Title II<br><br>Acct. Code:<br>1100<br>5863 |

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

## 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 | To improve our teacher development system, administrators and coaches participated in training on student-centered coaching. Student-centered coaching focuses the teacher and instructional coach on goals for student learning, including outcomes for students who are low income or English learners. To implement Student Centered Coaching as recommended by its creator, Diane Sweeney, we had to slightly alter roles, and increase the amount of time administrators had for classroom observation and providing SSC support to instructional coaches.<br><br>Induction was provided in collaboration with Antioch University, allowing induction to be tailored to the ECS Teaching Best Practices, which are designed to serve unduplicated pupils.<br><br>To align with the Universal Design for Learning (UDL) framework, quarterly | Est.Cost: $287,384<br><br>1. Supplemental/Concentration<br>2. Title II<br><br>Acct. Code:<br>1100<br>1311<br>5863<br>3000-3900 | Est.Exp.: $315,027<br><br>1. Supplemental/Concentration<br>2. Title II<br><br>Acct. Code:<br>1100<br>1311<br>5863<br>3000-3900 |

| | | | |
|---|---|---|---|
| | professional development specific to co-teaching practices was provided to teachers to support the implementation of the inclusion model. Teachers used planning time to co-develop lesson plans that embedded co-teaching practices and differentiated instruction. | | |

## 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 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. | Specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, helped 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. | Est.Cost: $275,667<br><br>Funding Source(s): Supp/Conc<br><br>Acct. Code:<br>1100<br>4325-4335<br>3000-3900 | Est.Exp.: $311,952<br><br>Funding Source(s): Supp/Conc<br><br>Acct. Code:<br>1. 1100<br>2. 2904<br>3. 4325-4335<br>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.<br>**Improvement:** Core teachers will provide an hour of remediation during the instructional day.<br>**Improvement:** A remediation curriculum will be adopted. | Clinic intervention assessment cycles were completed every 8 weeks to monitor progress for struggling low income students, English Learners, and students with disabilities. After 2 consecutive cycles of "no progress" grade level teams referred the student to begin the initial stage of the SST process. Each month, at staff meetings, grade level teams review data for all SST students. Paraeducators, specialty teachers, counselors, administrators, and campus safety supervisors are available to provide a global perspective on the student. | * Money allocated in Goal 1 Action | * Money allocated in Goal 1 Action |

## 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 | ECMS-G used a range of software to help us understand how subgroups were | Est.Cost: $9,973 | Est.Exp.: $9,709 |

| | | | |
|---|---|---|---|
| and efficacy of best practices for those groups. | performing. Each fall we use NWEA MAP Reading, Math & Language tests to help us understand skills levels of new students and amount of summer learning loss for returning students. NWEA MAP data can be disaggregated by student group and teacher. Teachers use this data to group students and to target instruction. Teachboost is a database that supports our Teacher Development system, housing resources pertaining to our Teaching Best Practices and teacher performance feedback data, allowing us to target professional development, evaluated impact of professional development on teacher practice and look for correlations between teacher performance and student group outcomes. Schoolzilla is a data visualization platform that utilizes data from PowerSchool, CAASPP, IABs and NWEA to answer questions about student group outcomes. | Funding Source(s):<br>1. Supp/Conc<br><br>Acct. Code:<br>1. 4320<br>2. 5878 | Funding Source(s):<br>1. Supp/Conc<br><br>Acct. Code:<br>3. 4320<br>4. 5878 |

## Action 2.7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Provide special education program for students with disabilities.<br><br>Based on results from the 2017-18 audit of Special Education program we will be:<br><br>Adding a part-time certificated special education coordinator to oversee program.<br>Adding an additional full time certificated special education teacher<br>Providing intensive weekly coaching for special education teachers focused on<br>Unit planning<br>Assessment (remedial and grade level)<br>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 staffing unfolded differently than budgeted. We increased staffing to 3 full time special education teachers, as anticipated, and began the year with a part time special education coordinator as budgeted. A third para-educator was added, to provide para-educator support on all grade levels. Para-educators also worked more hours than initially budgeted. | Est.Cost: $238,173 (DIS Counselor + PT Certificated SpEd Coordinator Salaries + SpEd Teacher Salaries)<br><br>Funding Source(s):<br>Other federal revenue<br><br>Acct. Code:<br>1148 | Est.Exp.: $304,316<br><br>Funding Source(s):<br>Other federal revenue<br><br>Acct. Code:<br>1148 |

| special education goals that align with these standards. | | | |
|---|---|---|---|
| Improving integration of special education and general education programs by reworking schedules to create shared planning time and increase opportunities for co-teaching. | | | |
| Providing professional development in Universal Design for Learning | | | |

## Action 2.8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | The Equity and Diversity Committee (EDC)  met monthly to design and implement a prototype for improving student achievement for AA learners. EDC members developed a peer mentoring program which allowed high performing 7th and 8th grade AA learners to mentor low performing 6th graders in the areas of mathematics. Mentors completed a 5-week training prior to the implementation of the launch of the after-school Mathletes Mentor Program.The program consisted of 5-week tutoring where mentees participated in various student-led stations to practice and review foundational mathematical concepts. | Est.Cost: $1,778<br><br>Funding Source(s): Base<br><br>Acct. Code:<br>1100 | Est.Exp.: $1,778<br><br>Funding Source(s): Base<br><br>Acct. Code:<br>1100 |

# Analysis

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

All Actions (2.1 to 2.8) for Goal 2 were fully implemented in 2018-19. Our Math Initiative, Action 2.2 was implemented as planned. For Action 2.3, we continued our to focus on improving teachers' mastery of our best practices, administrators and coaches participated in training on student-centered coaching. 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 (Action 2.4) were provided to all students. Action 2.5 was completed as planned with clinic intervention assessment cycles being completed every 8 weeks to monitor progress for struggling low income students, English Learners, and students with

disabilities. Data analyses in Actions 2.1 and 2.6, were successfully performed and these data were used to group students and to target instruction. For special education services, Action 2.7, the implementation was increased by adding an additional para-educator and more overall paraeducator hours. Toward Action 2.8, our Equity and Diversity Committee (EDC) completed their monthly meeting to design and implement a prototype for improving student achievement for AA learners.

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

While we do not have the 2019 CAASPP scores yet, there are indicators of our actions' effectiveness this year.

In our NWEA MAP assessments, all cohorts are growing in Math and ELA. Notwithstanding, in Math, the growth in 2018-19 was an average of 5 points, compared to 2017-18, where the average growth was 9.9 points. Part of this growth is attributed to improved testing conditions compared to 2016-17, yet even so, additional analyses will be done toward implementing actions to increase the Math growth rate for 2019-20. It is also expected that with the continued development of new teachers who started in 2018-19, students will achieve faster growth in their Math scores. In NWEA reading, the average growth rate has held relatively steady with the the 2018-19 increase of 7 points compared to 7.5 points in 2017-18.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.1 The increase in actual expenditures came from a transfer of the position of Director of Finance & Operations (a classified employee) with a Chief Operating Officer (a certificated employee).

Action 2.7 Even with our special education staffing increasing as planned, additional expenditures were needed. As budgeted, we increased staffing to 3 full time special education teachers and began the year with a part time special education coordinator. As additional needs were identified during the year, we hired an additional para-educator and increased overall paraeducator hours.

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.

Changes to Expected Outcomes

In 2018-19 we renewed our charter petition. Through collaboration with our authorizer, we refined many of our measureable pupil outcomes. We are updating our LCAP Expected Annual Measurable Outcomes (EAMO) to match the outcomes in our petition. Specifically, we have updated the CAASPP Expected Annual Measurable Outcome to include accelerated rates of improvement for student groups whose performance is markedly lower than school wide performance. Since the transition, ELPAC has made it impossible for the CA School Dashboard to calculate an English Learner Progress Indicator, we are adjusting our outcome measuring how well English Learners progress to reclassification. The new EAMO measures progress using NWEA MAP reading scores and

rates of reclassification. Finally, we revised the EAMO pertaining to our Interdisciplinary Benchmarks. These will now focus on improvement in students' scores on critical thinking.

Changes to Actions

Analysis of our student outcome data and feedback from stakeholders has led our organization to create a Literacy Initiative (Action 2.9) for next year. This new action will be in our Goals, Actions & Services section under Goal 2.

While the focus for 2019-20 will be on literacy, we want to ensure that the work began on the Math Initiative continues. Therefore the ECS Home Office will be adding a full-time math specialist, who will support the ongoing efforts in math, including the implementation of Open Up Resources. This is reflected in Goal 2 Action 2.

Toward increasing our student outcomes in our special education program, we have initiated a transition to the El Dorado Charter SELPA (Special Education Local Plan Area), which will provide ECMS-G a higher level of support and increased revenue streams for special education in school year 2019-20. This is reflected in Goals, Actions & Services section 2.7.

# 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.**<br><br>Increase of 1% to 91% | **Not Met. 80%** |
| Ada – 97% or higher<br>Suspension rate – 5% or lower<br>Tardy rates – 10% or lower<br>Chronic absenteeism – 5% or lower<br>Expulsion rate – 2% or less | **Met.** ADA: 98%<br>**Met.** Suspension rate: 4.5%<br>**Met.** Tardy rates: 6.8%<br>**Not Met.** Chronic absenteeism: 6.1%<br>**Met.** Expulsion rate: 0%<br>**Met.** Dropouts: 0% |

| | |
|---|---|
| Drop outs – 1% or less | All figures as of April 12, 2019. |
| 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 | **Parent survey data for 2018-19 is not available yet** |
| Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 79% or more<br><br>Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more<br><br>Students agree or strongly agree that the school is safe – 56% or more<br><br>Students agree or strongly agree that they feel connected to ECMS-G – 52% or more<br><br>Parents agree or strongly agree that ECMS-G is a safe place for their child – 72% or more | **Met.** 79% of staff agree or strongly agree that ECMS-G is a supportive and inviting place to work. This is an increase of 5% over last year (A4.10)<br><br>**Met.** 95% of staff agree or strongly agree that ECMS-G is a safe place for students. This is an increase of 1% over last year. (A4.22)<br><br>**Student survey data for 2018-19 is not available yet**<br>**Parent survey data for 2018-19 is not available yet** |

## Actions / Services

## 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, 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. | The ECMS-G counseling team includes 2 counselors, one focuses on students with disabilities and one focuses on general education students. Both counselors implement a 3 tiered academic intervention model, which provides support for our students below a 2.5 G.P.A. Our students' academic interventions include individual intakes for screening, academic monitoring, teacher tutoring, parent communication, group and individual counseling support. In addition, a few of our other partnering agencies are EmpowHer and Cal State Dominguez Hills' - Male Success Alliance program. Both organizations provide a gender-specific curriculum for the classroom with the focus on developing life skills, emotional learning, connecting students with mentors, field trips, developing identity and promoting community and cultural awareness | Est.Cost: $152,692<br><br>1. $65,944<br>2. $47,133<br>3. $ 1,700<br>4. $22,615<br>5. $15,300<br><br>Funding Source(s):<br><br>Title I<br><br>Supplemental/Concentration<br><br>Acct. Code:<br><br>1. 1930<br>2. 2300<br>3. 5200<br>4. 3000-3900<br>5. 1920 | Est.Exp.: $152,026<br><br>Funding Source(s):<br><br>Title I<br><br>Supplemental/Concentration<br><br>Acct. Code:<br><br>6. 1930<br>7. 2300<br>8. 5200<br>9. 3000-3900<br>10. 1920 |

## 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. | All grades participated in outdoor educational field trips, including an overnight trip to the Ocean Institute for 7th grade and Skyland Ranch for 8th grade. Daytime trips included a trip to the CA Science Center, Mother's Beach, and Allensworth State Park.  Wildfires impacted on a planned trip with our recurring partner, NatureBridge, forcing them to cancel. We were able to find other locations, but this resulted in higher transportation costs and higher projected camping vendor costs. | Est.Cost: $42,500<br><br>Funding Source(s): Supp/Conc<br><br>Acct. Code: 5830-5893 | Est.Exp.: $50,000<br><br>Funding Source(s): Supp/Conc<br><br>Acct. Code: 5830-5893 |

# Analysis

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

In 2018-2019, all Goal 3 Actions were implemented as described. The counseling team provided the necessary supports to students and students at all grade levels participated in outdoor educational field trips during the school year.

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. All but two of the outcomes tied to the six state required metrics were met. The two outcomes not met were parent participation which decreased and chronic absenteeism which increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.2 - Costs for field trip were higher than projected, in part because wildfires in local mountains required us to change field trip locations and work with more expensive vendors.

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.

Revised Action 3.3 - Since English learners have a higher rate of chronic absenteeism than school wide learners, the front office and the ELD coordinator with work with the ELAC to identify and implement strategies to improve EL attendance.

# 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 frequently throughout the 2018-2019 school year.

In Fall of 2018, staff, parents, and students participated in the charter renewal audit that was conducted by authorizers from the Los Angeles County of Education Charter School Office. Feedback from this process was used to monitor progress on the LCAP goals for the current year and to make modifications to next year's plan. Additionally, administrators, school directors, and teacher leaders met weekly to review student data and to discuss the strengths and areas of growth for the school.

In Spring of 2019, an outside consultant team was engaged to conduct an audit of our English Learner program. The consultant team interviewed staff, parents of English Learners, and English Learner students representing grades 6th - 8th. A triangular data collection of observations, interviews, and artifacts was used to make recommendations to deepen our teaching practices to further support the reclassification of English Learners.

School Site Council meetings were conducted each month and LCAP data was reviewed at the meetings held in the months of November, December, February, March, April, and May. In the months of April-May, School Site Council and ELAC members discussed the Annual Update, analyzed data, reviewed current year actions, and proposed actions to improve student outcomes. During our last parent conference of the year, parents also completed the California School Parent survey.

Our Equity and Diversity Committee, which includes parents, administrators, staff, students and teachers, examined math student achievement data, school climate, and enrollment/retention trends through an equity lens specific to African American/Black students. A focus group comprised of African American/Black parents, students, and staff was surveyed to make recommendations to the committee as a part of the LCAP process.

# Impact on LCAP and Annual Update

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

Consultation with stakeholders demonstrated their approval of our newly modified special education program and the recommendations to the ELD program based on the findings from the EL audit. Many parents support the inclusion model that integrates special education and EL supportive services in core and specialty classes.

Our clinic block was identified as an area of growth to provide more support for Tier 1 struggling learners. During the clinic block, students are placed in small groups based on their results from diagnostic assessment data. Course offerings are differentiated to support ELA/ math remediation, EL student levels, IEP goals, and enrichment. Throughout the year administrators, staff, and students review clinic data, clinic cycles, and summative assessment data to determine strategies that will strengthen next year's clinic implementation plan.

Parents and family also identified on-going college and career access as an area of growth. Although some students attend college trips during the year, it was highly recommended to expose students to college and career choices consistently in all grade levels. College readiness teachers will work with administration to research curriculum that aims to strategically build on college readiness skills over the 6th through 8th-grade span. Additionally, college readiness teachers will collaborate with the lead counselor to plan college field trips for all grade levels and plan a school-wide career day symposium.

Our Equity and Diversity Committee's recommendations to focus on strengthening the retention of African American/ Black students, by understanding their perceived experience, will measure 3 indicators throughout the year: 1) access to culturally relevant curriculum, 2) school culture, and 3) positive interactions with peers and staff. Based on their recommendations, we aim to continue to facilitate lunchtime affinity groups that provide safe spaces to conduct interviews, survey participants, and lead small group discussions.

The ECS Board approved the ECMS-G 2017-2020 year 3 LCAP on June 3, 2019.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

(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

## 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 | 100% of students have access to | 100% of students will have access to | 100% of students will have access to | 100% of students will have access to standards-aligned |

| standards-aligned instructional materials | standards-aligned instruction materials as reported in 2015-2016 SARC. | standards-aligned instruction materials as reported in yearly SARC. | standards-aligned instruction materials as reported in yearly SARC. | 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 described in our charter petition. | 100% of students have access to ECMS-G educational program as described in our charter petition. | 100% of students have access to ECMS-G educational program as described in our charter petition. | 100% of students have access to ECMS-G educational program as described in our charter petition. |

# Planned Actions / Services

## Action        1

**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 |
|---|---|

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

**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 certificated employees necessary to implement educational program. |  |  |

### Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $1,156,437 | $883,993 | $854,891 |

| Source | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues<br>Fundraising and Grants | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues<br>Fundraising and Grants | Base |
|---|---|---|---|
| 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:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(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:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(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 | $298,952 |
| Source | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues<br>Fundraising and Grants | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues<br>Fundraising and Grants | Base |
| 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 | $590,541 |
| Source | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues<br>Fundraising and Grants | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues<br>Fundraising and Grants | Base |
| 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:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(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 | Modified |

| 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. |  | School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational program. Students will be provided with free and reduced lunch. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $227,163 | $255,038 | $228,995 |
| Source | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues | Other Revenue |

| | Fundraising and Grants | Fundraising and Grants | |
|---|---|---|---|
| Budget Referenc e | 4000-4720 | 4000-4720 | 4000-4720 |

## 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):

| 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 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 | $1,038,305 |
| Source | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues<br>Fundraising and Grants | Base<br>Federal Revenue<br>Other State Revues<br>Local Revenues<br>Fundraising and Grants | Base<br>Other Revenue |
| 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 | Modified |

| 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. | No significant school site capital improvements are planned. However, school site is exploring obtaining additional nearby office space for future years. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $802,785 | $261,000 | $10,000 |
| Source | Other State Revenues Fundraising and Grants | Other State Revenues Fundraising and Grants | Other Revenue |
| Budget Reference | 6000-6200 | 6000-6200 | 6000-6200 |

## Action 7

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

**OR**

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(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.<br><br>**Improvement:** In 2018, ECMS home office is adding a new, full-time position of Talent Director to improve | 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 and work to secure additional resources needed to implement educational program. |

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 | $184,058 |
| Source | Base | Base | Other Revenue |
| Budget Reference | 2311 | 2311 | 2311 |

(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

## Identified Need:

Analysis of school achievement data reveals a need to improve math and English language arts achievement.  In 2018 CAASPP testing 37% of our students met or exceeded the standard in ELA and 25% met or exceeded the standard in math.

## 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<br><br>All Students ELA increased (18.1); Math increased significantly (18.4)<br><br>Socioeconomically Disadvantaged ELA Increased (17.6); Math increased significantly (19)<br><br>Students with Disabilities ELA significantly increased (31.3); Math significantly increased (33.1)<br><br>English Learners significantly increased (28.4) ELA, and increased (12) in Math<br><br>African Americans significantly increased (22.7) ELA, Math increased (6.7)<br><br>Distance from 3<br><br>English – 34%<br><br>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 (all pupils), the Distance from 3 in English Language Arts will fall into the California School Dashboard's "increase" or "significant increase" category. For each subject, these growth rates shall be maintained until the cohort reaches a "high" status on the CA Dashboard.<br><br>In cases where a statistically significant student group's distance from 3 is two or more performance levels below the "all student" performance on the state's five by five placement chart, ECMS-G will disaggregate the student group by cohort, in order to identify which cohorts within the student group are performing two levels below "all student" performance. In order to close the performance gap shown between that statistically significant student group and school wide performance, these cohorts' targeted growth will increase to 150% of the minimum growth rate in the increasing category for each cohort identified as |

performing two levels below.

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

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

If the distance from 3 for any student group reaches

| | | | | |
|---|---|---|---|---|
| | | | | a "high" status on the CA Dashboard that status shall be maintained. |
| 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. ECMS-G will use the California School Dashboard Report's English Learner Progress Indicator (ELPI) | ELPI not available in 2016-17 | 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% | 2% above baseline | The percentage of students scoring "Beginning" in ELPAC Reading Substrand will decrease by 5% from prior year. The percentage of English learners reclassifying will increase by 1% |
| Students will progress in measures of college readiness and in other mission-aligned measures. | Interdisciplinary Benchmarks (IBMs) Students will synthesize information from the English, math, history and science disciplines to answer essential and guiding questions using big ideas. Each cohort's | Baseline year | Increase 2% above baseline | Interdisciplinary Benchmarks (IBMs) Each Cohort's score on Critical Thinking will improve annually as measured on Interdisciplinary Benchmark Individual Unit Exams. Our targeted |

| | | | | increase in 2019-20 will be 4%. |
|---|---|---|---|---|
| average score on Critical Thinking will improve annually by 2% as measured on Interdisciplinary Benchmark Individual Unit Exams | | | | |

# Planned Actions / Services

## 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 |

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

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

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(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 | $103,318 |
| Source | Base | Base | Other Revenue |
| 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:**
(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) |
|---|---|---|
| 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 | Modified |

| 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.<br><br><br>The following increases/improvements will be implemented:<br><br>**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.<br><br>**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: | 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.<br><br>ECMS-G will continue to provide the following events, communications, and workshops in order to help families understand how to support their students in being college and career ready and get feedback to best serve students and their families:<br><br>1. Math Night for all families and subgroup families<br>2. Parent Conferences (data share out- NWEA, IAB etc.)<br>3. Parent Council<br>4. Data share out at SSC/ ELAC<br><br><br>Full time, site level math coach will continue to provide coaching to math teachers and participate in instructional leadership meetings.<br><br><br>**Increase:** In 2019-20 the math initiative continues under the |

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

leadership of a new Math Specialist. They will coordinate efforts across ECS to improve math programming and create a vertical alignment across grades in math. They will also coordinate ECMS-G's ongoing implementation of Open Up Resources and related professional development.

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $6,882 | $33,772 | 1. $21,943 Math Coach<br>2. $3,000 Math PD Open Up<br>3. $2,200 Math PD UCLA<br>4. $2,500 Math Conference |
| Source | Base | 1. Supplemental Concentration<br>2. Title II | 1. Supplemental/Concentration<br>2. Title II<br>3. Supplemental/Concentration<br>4. Supplemental/Concentration |
| Budget Reference | 5863 | 1100<br>5863 | 1. 1000<br>2. 5863<br>3. 5863<br>4. 5200 |

# 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):

**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, 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 | Modified |

| 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 | | Implementation and evaluation of ECS Best practices will include student-centered coaching training for coaches and an induction program for new teachers in collaboration with Antioch, which aligns teacher induction with ECS Best Practices Rubric. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 1. $192,578 (Certificated Administrators, CMO Certificated & Math Coach)<br>2. $38,516 (Benefits)<br>3. $6000 (Coaching Stipends) | $287,384 | 1. $46,699 CMO Certificated<br>2. $10,500 Professional Development<br>3. $187,627 Cert Admin/Math Coach<br>4. $37,525 Benefits<br>5. $6,000 Coaching Stipends |
| Source | Supplemental/Concentration | 1. Supplemental/Concentration<br>2. Title II | 1. Supplemental/Concentration<br>2. Title II<br>3. Supplemental/Concentration<br>4. Supplemental/Concentration<br>5. Supplemental/Concentration |

| Budget Reference | 1. 1100-1311<br>2. 3000-3900<br>3. 1100 | 1. 1311<br>2. 5863, 3000-3900, 1100 | 1. 1311<br>2. 5863<br>3. 1100-1300<br>4. 3000-3900<br>5. 1100 |
|---|---|---|---|

## Action 4

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

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(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:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(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)<br>2. $26,173 (Classified support staff)<br>3. $8200 (Instructional & PE Supplies)<br>4. $43,853 (Benefits) | $275,667 | 1. $216,430 Certificated Specialty Teachers<br>2. $8,200 Instructional & PE Supplies<br>3. $37,010 Benefits<br>4. $10,000 Green Ambassadors Intern |
| Source | Supplemental/Concentration | Supplemental/Concentration | 1. Supplemental/Concentration<br>2. Supplemental/Concentration<br>3. Supplemental/Concentration<br>4. Supplemental/Concentration |
| Budget Reference | 1. 1100<br>2. 2904<br>3. 4325-4335<br>4. 3000-3900 | 1. 1100<br>2. 4325-4335<br>3. 3000-3900 | 1. 1100<br>2. 4325-4335<br>3. 3000-3900<br>4. 2904 |

# 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):

**OR**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Response To Intervention program to ensure struggling low income students and English Learners can access curriculum. | Response To Intervention program to ensure struggling low income students and English Learners can access curriculum.<br><br>**Improvement:** Core teachers will provide an hour of remediation during the instructional day.<br><br>**Improvement:** A remediation curriculum will be adopted. | Response To Intervention program will support struggling low income students, English Learners, and Students with Disabilities by providing differentiated, remedial instruction for two hours weekly.<br><br>**Improvement:** 8-week data assessment cycles will be used to monitor progress and develop targeted interventions to support early implementation of the SST process. |

### Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 1. $91,264 (Certificated Intervention Teacher & Lab Teacher)<br>2. 5,360 (Achieve 3000 & Zeal intervention software) | * Money allocated in Goal 1 Action 1. | 1. $77,501 Core Teacher Remediation Time<br>2. $9,449 Freckle |

| | | | |
|---|---|---|---|
| | 3. 12,933 (Benefits) | | |
| Source | 1. Title 1<br>2. Supplemental/Conc<br>3. Supplemental/Conc | | 1. Supplemental/Concentration<br>2. Supplemental/Concentration |
| Budget Reference | 1. 1100<br>2. 4320<br>3. 3000-3900 | | 1. 1100<br>2. 4320 |

## 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:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(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 |
|---|---|---|

| | |
|---|---|
| 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)<br>2. $5,520 (NWEA MAP) | $9,973 | 1. $7,776 Schoolzilla & Teachboost<br>2. $4,525 NWEA MAP |
| Source | 1. Supplemental/Concentration<br>2. Base | 1. Supplemental/Conc | 1. Supplemental/Concentration<br>2. Other Revenue |
| Budget Reference | 1. 4320<br>2. 5878 | 1. 4320 & 5878 | 1. 4320<br>2. 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 | Modified |
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| | Provide special education program for students with disabilities.<br><br>Based on results from the 2017-18 audit of Special Education program we will be:<br><br>1. Adding a full-time certificated Student Services coordinator to oversee program.<br>2. Adding an additional full time certificated special education teacher<br>3. Providing intensive weekly coaching for special education teachers focused on<br>   a. Unit planning<br>   b. Assessment (remedial and grade level)<br>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.<br>5. Improving integration of special | Provide special education program for students with disabilities.<br><br>Based on results from the 2017-18 audit of Special Education program we will be:<br><br>1. Adding a full-time certificated Student Services coordinator to oversee program.<br>2. Adding an additional full time certificated special education teacher<br>3. Providing intensive weekly coaching for special education teachers focused on<br>   a. Unit planning<br>   b. Assessment (remedial and grade level)<br>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.<br>5. Improving integration of special education and general education |

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

programs by reworking schedules to create shared planning time and increase opportunities for co-teaching.
6. Providing professional development in Universal Design for Learning

**Improvement:**

For school year 2019-20, ECMS-G will transition to the El Dorado Charter SELPA (Special Education Local Plan Area), which will provide ECMS-I a higher level of support and increased revenue streams for special education.

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | | 1. $238,173 (DIS Counselor)<br>2. (PT Certificated SpEd Coordinator Salaries + SpEd Teacher Salaries)<br>3. | 1. $36,653 DIS Counselors<br>2. $54,164 Special Ed Teachers<br>3. $28,204 Special Ed Teachers<br>4. $142,134 Special Education Teachers<br>5. $66,000 Outside Service Providers<br>6. $23,349 School Psychologist |
| Source | | 1. Other Fed Rev<br>2. X<br>3. X | 1. Special Education Funding<br>2. Special Education Funding<br>3. Other Revenue<br>4. Special Education Funding<br>5. Other Revenue<br>6. Other Revenue |
| Budget Reference | | 1. 1148<br>2. X<br>3. X | 1. 1100<br>2. 1148<br>3. 1148 |

| | | 4. 1148 |
| | | 5. 5815 |
| | | 6. 1311 |

## 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 | $1,000 |
| Source | | Base | Other Revenue |
| Budget Reference | | 1100 | 1100 |

# Action     9

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, Foster Youth, and/or 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 |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| | | The school site will participate in an ECS-wide literacy initiative which will implement a common approach to literacy instruction across content areas. We will integrate Reading Apprenticeship into our professional development including three full differentiated Reading Apprenticeship workshop days in Summer 2019. Key strategies for the literacy initiative include continuously measuring the impact on student outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | | | 1. $25,339 PD for RA<br>2. $35,024 CMO Certificated |

| | | | |
|---|---|---|---|
| Source | | | 1. Supplemental/Concentration<br>2. Supplemental/Concentration |
| Budget Reference | | | 1. 5863<br>2. 1311 |

## Action 10

**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:**

(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) |
|---|---|---|
| English Learners | Schoolwide | 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 |

| 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. | English and Humanities teachers will implement English 3D in their courses for at least 20 minutes a day as designated ELD instruction. Professional development will be provided to support the |

| | |
|---|---|
| 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. | implementation of English 3D, as well as supporting the ongoing implementation of ELD standards across all courses. The ELD coordinator and paraeducator will continue collaborating with specialty teachers to provide integrated ELD instruction during specialty courses. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | | $129,178 | 1. $13,601 Bilingual Paraeducators<br>2. $25,103 Home office certificated<br>3. $57,000 ELD Coordinator<br>4. $9,747 Benefits<br>5. $3,000 Conferences |
| Source | | 1. Supplemental Concentration<br>2. Title III<br>3. Title I<br>4. Other Revenue<br>5. Title I | 1. Supplemental/Concentration<br>2. Title III<br>3. Title I<br>4. Supplemental/Concentration<br>5. Supplemental/Concentration |

| Budget Reference | | |
|---|---|---|
| | 1. 2100<br>2. 1311<br>3. 1100<br>4. 3000-3900<br>5. 5863 | 1. 2100<br>2. 1311<br>3. 1100<br>4. 3000-3900<br>5. 5200 |

(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

## 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%<br>Suspension rate – 1.90%<br>Tardy rates – 6%<br>Chronic absenteeism – 7<br>Expulsion rate – 0<br>Drop outs - 0 | Ada – 97% or higher<br>Suspension rate – 5% or lower<br>Tardy rates – 10% or lower<br>Chronic absenteeism – 5% or lower<br>Expulsion rate – 2% or less<br>Drop outs – 1% or less | Ada – 97% or higher<br>Suspension rate – 5% or lower<br>Tardy rates – 10% or lower<br>Chronic absenteeism – 5% or lower<br>Expulsion rate – 2% or less<br>Drop outs – 1% or less | Ada – 97% or higher<br>Suspension rate – 5% or lower<br>Tardy rates – 10% or lower<br>Chronic absenteeism – 5% or lower<br>Expulsion rate – 2% or less<br>Drop outs – 1% or less |
| CalSCHLS Survey will indicate that efforts to seek parent input in making decision are effective | On CalSCHLS 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 seeks input from parent community before making important decisions. |
| Surveys will indicate that stakeholders feel connected and safe. | 2016-17<br>75% of staff agree or strongly agree that ECMS-G is a supportive and inviting place to work (A4.10)<br>80% of staff agree or strongly agree that ECMS-G is a safe place for students.<br>2016-17 Staff & Parent Survey Data not available until July 2017<br>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 | Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 77% or more<br>Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more<br><br>Students agree or strongly agree that the school is safe – 54% or more<br>Students agree or strongly agree that they feel connected to ECMS-G – 50% or more | Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 79% or more<br>Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more<br><br>Students agree or strongly agree that the school is safe – 56% or more<br>Students agree or strongly agree that they feel connected to | Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 80% or more<br>Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more<br><br>Students agree or strongly agree that the school is safe – 58% or more<br>Students agree or strongly agree that they feel connected to ECMS-G – 54% or more<br><br>Parents agree or strongly agree that ECMS-G is a safe |

| | 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 | Parents agree or strongly agree that ECMS-G is a safe place for their child – 70% or more | ECMS-G – 52% or more<br><br>Parents agree or strongly agree that ECMS-G is a safe place for their child – 72% or more | place for their child – 74% or more |
|---|---|---|---|---|

# Planned Actions / Services

## 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)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| 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)<br>2. $42,432 (Classified student services staff)<br>3. $1,700 (tribes professional development)<br>4. $18,676 (Benefits) | 1. $65,944<br>2. $47,133<br>3. $ 1,700<br>4. $22,615<br>5. $15,300 | 1. $73,368 Certificated Counselor & Summer Admin<br>2. $12,546 Benefits<br>3. $42,848 Classified Student Services Staff<br>4. $1,700 Tribes PD<br>5. $7,327 Benefits<br>6. $15,300 Summer Bridge / Planning<br>7. $7,000 EmpowHer |
| Source | Supplemental/Concentration | 1. Title I<br>2. Supplemental/Concentration | 1. Title I<br>2. Title I<br>3. Supplemental/Concentration<br>4. Supplemental/Concentration<br>5.Supplemental/Concentration<br>6. Supplemental/Concentration |

| Budget Reference | | | 7. Supplemental/Concentration |
|---|---|---|---|
| | 1. 1920-1930<br>2. 2300<br>3. 5200<br>4. 3000-3900 | 1. 1930<br>2. 2300<br>3. 5200<br>4. 3000-3900<br>5. 1920 | 1. 1930<br>2. 3000-3900<br>3. 2300<br>4. 5200<br>5. 3000-3900<br>6. 1920<br>7. 5815 |

## 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:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(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 | 1. $49,984 Overnight trips, Day trips & transportation<br>2. $1,016 Overnight trips, Day trips & transportation |
| Source | Supplemental/Concentration | Supplemental/Concentration | 1. Supplemental/Concentration<br>2. Other Revenue |
| Budget Reference | 5830-5893 | 5830-5893 | 1. 5830-5893<br>2. 5830-5893 |

# 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):

| | |
|---|---|
| | |

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) |
|---|---|---|
| English Learners | 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 |

| 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 | Since English learners have a higher rate of chronic absenteeism than school wide, the front office and the ELD coordinator will work with the ELAC to identify and implement strategies to improve EL attendance. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | | | $1,543 Office Staff |
| Source | | | Supplemental/Concentration |
| Budget Reference | | | 2300 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $874,475 | 31.52% |

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).

**Goal 2, Action 2:**

School will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement. Initial strategy sessions will begin in May and additional math actions will be designed summer of 2017. ECMS-G will continue to provide the following events, communications, and workshops in order to help families understand how to support their students in being college and career ready and get feedback to best serve students and their families:

Math Night for all families and subgroup families

Parent Conferences (data share out- NWEA, IAB etc.)

Parent Council

Data share out at SSC/ ELAC

Full time, site level math coach will continue to provide coaching to math teachers and participate in instructional leadership meetings.

**Increase:** In 2019-20 the math initiative continues under the leadership of a new Math Specialist. They will coordinate efforts across ECS to improve math programming and create a vertical alignment across grades in math. They will also coordinate ECMS-G's ongoing implementation of Open Up Resources and related professional development.

A review of math scores on both CAASPP and NWEA reveal that math is a challenge for students across the school, and in particular with our English Learner population. Therefore, our math initiative response to students' struggles in math by implementing new curriculum, providing a full-time math coach to help teachers plan, analyze, and intervene, and hiring an organization-wide math specialist to provide trainings for math coaches and math teachers on curriculum and instruction. We expect this approach to benefit unduplicated English Learners, Foster Youth and Low-income students because it will provide teachers additional resources for working with struggling students.

**Goal 2, Action 3:**

Implementation and evaluation of ECS Best practices will include student-centered coaching training for coaches and an induction program for new teachers in collaboration with Antioch, which aligns teacher induction with ECS Best Practices Rubric.

ECMS Gardena continues to mentor all teachers in pedagogical practices that strengthen instruction and ultimately contribute to better outcomes for students. As part of the ECS coaching model, instructional coaches and site administrators use the ECS Best Practices Teaching Rubric to identify, gather, and score a variety of evidence of instruction and student learning. Each teacher has an assigned coach who meets with teachers one on one weekly to plan, troubleshoot, and analyze outcomes. Improving instruction and analyzing student data are foundations aspects of our work with English Learners, low-income students, and Foster Youth. Teachers also participate in a series of mini observations, conducted by their site principal, assistant principal, instructional coach, and colleagues with special expertise in Special Education, English Language Development, counseling, and subject area content, throughout the academic year. The purpose of these brief classroom observations is to provide every ECMSG teacher with regular individualized mentoring and formative feedback to prompt reflection and improve teaching and learning in the classroom.

**Goal 2, Action 4:**

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.

Every student at ECMSG participates in specialty classes designed to develop fine and gross motor skills and support flexible brain development, and to master State Standards and the expected schoolwide learning outcomes. The students acquire a new set of practical skills and develop competence and a capacity for self expression. In addition to supporting students' development of essential skills and providing a varied context through which to learn the standards, the specialty classes at ECMSG also play a significant role in

shaping a healthy and vibrant school climate. The specialty electives ECMSG offers include: Handwork, Green Ambassadors, Games and Movement, and College Readiness. Because when possible, we align specialty activities to core content, students may find a valuable "way in" to content that might otherwise prove elusive.

Unduplicated students, in particular English Learners, need more informal atmospheres in which to practice their language skills in a less formal environment, centered around movement, community building, and art. In these spaces, students can work on academic language while interacting more naturally with peers. In addition, having students in specialty classes, allows teachers planning time to confer with one another about student progress. During these periods, teachers also pull out students in small groups to work on specific skills and review. This is effective for our unduplicated population as it allows them to be supported socially and emotionally while also developing a variety of intellectual skills in challenging courses.

**Goal 2, Action 5:**

Response To Intervention program will support struggling low income students, English Learners, and Students with Disabilities by providing differentiated, remedial instruction for two hours weekly.

**Improvement:** 8-week data assessment cycles will be used to monitor progress and develop targeted interventions to support early implementation of the SST process.

In the classrooms, ECMSG teachers use multiple assessment tools to monitor student progress and adjust instruction to meet the needs of individual students. Core teachers evaluate student strengths and challenges and collaborate on possible strategies to support student success at their weekly team meetings. If this initial strategy sharing session does not resolve concerns, the student will be referred to the appropriate clinic for targeted instruction in a smaller group. Clinic interventions are on 8 week cycles. During the clinic cycles, students with disabilities meet with their case-managers for targeted instruction related to their IEP goals. LTELs meet with the ELD Coordinator for targeted instruction related to their English language proficiency level. Low socioeconomic and foster youth who continue to struggle after 2 consecutive clinic cycles are pre-referred to the student success team to initiate the SST process.

ECMSG has a student support services team and Student Success Team ("SST") process to respond to students' academic and affective needs. This program is designed to address the educational needs of students within the general education classroom prior to referral to special education. Core concepts of this process include early intervention, using a problem solving approach to make decisions, research based interventions/instructions, monitoring progress to inform instruction, and using data to make decisions. Because early intervention is a key component, teachers or administrators can choose to accelerate the multistep process if student issues are serious. The goal is to provide each student with research-based support to meet their unique learning styles and to accelerate their academic growth.

**Goal 2, Action 9:**

The school site will participate in an ECS-wide literacy initiative which will implement a common approach to literacy instruction across content areas. We will integrate Reading Apprenticeship into our professional development including three full differentiated Reading Apprenticeship workshop days in Summer 2019. Key strategies for the literacy initiative include continuously measuring the impact on student outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers.

The school site will participate in an ECS-wide literacy initiative which will implement a common approach to literacy instruction across content areas. We will integrate Reading Apprenticeship into our professional development including three full differentiated Reading Apprenticeship workshop days in Summer 2019.  A 2016-16 ECS pilot of Reading Apprenticeship demonstrated the impact of the approach on ECS unduplicated pupils-- the CAASPP ELA proficiency rate in RA classrooms had increased by an average of 20%, which was significantly higher than the average increase in ELA CAASPP proficiency rates in non-RA classrooms (3.4%) across ECS in the same year. Key strategies for the literacy initiative include continuously measuring the impact on low income and English learner outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers. We expect this strategy to be effective as it is a deepening of our already robust Reading Apprenticeship approach which has proved extremely effective in ELA. Unduplicated students will benefit from experiencing similar strategies across content areas, using metacognition to understand their own learning and challenges, and become more deeply familiar with the language of each content area.


**Goal 2, Action 10:**

English and Humanities teachers will implement English 3D in their courses for at least 20 minutes a day as designated ELD instruction. Professional development will be provided to support the implementation of English 3D, as well as supporting the ongoing implementation of ELD standards across all courses. The ELD coordinator and paraeducator will continue collaborating with specialty teachers to provide integrated ELD instruction during specialty courses.


In 2017-18 our ELD teacher piloted English 3D, an ELD program designed by Kate Kinsella, which is a curriculum designed to support teachers in delivering instruction aligned with the California ELD standards and ELD Framework. In second semester of 2018-19, English and Humanities teachers implemented English 3D in their courses for at least 20 minutes a day. We also provided professional development to support the implementation of English 3D, as well as supporting the ongoing implementation of ELD standards across all courses. In 2019-20 designated ELD will continue to be provided daily during ELA classes and our twice weekly clinic period, as well as ongoing professional development to help teachers support long term English Language Learners. We are seeking other ways to include designated ELD in other content areas, such as science and College Readiness classes.


**Goal 3, Action 3:**

Since English learners have a higher rate of chronic absenteeism than school wide, the front office and the ELD coordinator with work with the ELAC to identify and implement strategies to improve EL attendance.

The ELD Coordinator will monitor and respond to attendance concerns and ensure thorough implementation of attendance procedures for all English Language Learners. Since English learners have a higher rate of chronic absenteeism than school wide, the front office and the ELD coordinator will work with the English Language Advisory Committee (ELAC) to identify and implement strategies to improve EL attendance. We expect this to be an effective response to student needs as it adds oversight and organization to our existing student services team.