

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
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2017-20 Plan Summary

The Story

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

Environmental Charter Middle School - Inglewood (ECMS-Inglewood) is a free, public middle school offering students a small, caring environment that supports their transition from elementary school to high school. ECMS-Inglewood's teacher-created curriculum is interdisciplinary, project-based, arts-integrated and environmentally themed. Its unique program builds upon three overarching premises: first, that interdisciplinary learning best prepares students for higher levels of academic challenge; second, that the environment provides a ready lens for the application of academic concepts; and third, that attending to adolescent development will enable students to succeed in any high school atmosphere.

This unique, interdisciplinary, project-based curriculum has led to great academic strides since ECMS-I opened in 2013-2014. The percentage of ECMS-I students meeting/exceeding ELA and math standards has grown at a rapid rate, increasing 11% in ELA and 7% in math between the first and latest administration of CAASPP testing. These successes are made even more meaningful by the fact that the students served by ECMS-I reside in communities challenged with underperforming schools, high poverty, low parent college attendance, and a diverse student body--8% African American, 91% Latino, and 1% other--85% of whom qualify for free or reduced lunch, 35% of which are English-language learners, 12% are students with disabilities and only 11% of whose parents graduated college.

The ECMS-I 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. 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.

Our mission derives from concurrent and ongoing processes of reflection, research, discussion and revision on the part of stakeholders, board members, administrators, parents, teachers, and students.

The community that ECMS-I serves is a densely populated, ethnically diverse, urban, working-class locality challenged with underperforming schools, high poverty, low parent college attendance, and a dearth of services for the large youth population. Seventy percent (70%) of our students reside in the city of Inglewood, and 30% live in the neighboring cities of Hawthorne and Los Angeles, which are both immediately contiguous to our campus. Inglewood is a high-poverty city with a minority population that totals over 95% of the residents. According to the latest U.S. Census information, half of the residents speak a language other than English at home, 20% are living below the official poverty level, and of those residents over the age of 25, only 17.7% hold a bachelor's degree or higher. The population our school serves includes many children of immigrants who received little education in their home countries or in the U.S.

LCAP Highlights

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

Our 2017-2020 year 2 LCAP includes specific responses to data analysis that was conducted throughout the year. Reviewing data, soliciting stakeholder feedback, and evaluating our program has had a critical impact on the upcoming LCAP's formulation. Teacher feedback regarding opportunities to work with small groups of students, along with data suggesting that students in the bottom quartile, which include large numbers of unduplicated pupils continue to struggle with basic skills led to our decision to relieve teachers of their elective classes in favor of additional time for planning and targeted instruction. Discrepancies between math and ELA scores on CAASPP and discussions with both teachers and parents led to adding a math intervention teacher and participation in an organization-wide math initiative. Stakeholder feedback from African American parents, as well as a thorough analysis by faculty led to the creation of a new position for a monitor for African American achievement. In fact, 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-Inglewood 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. As a result of ongoing data analysis, we continue our efforts in math achievement in order to meet the needs of our unduplicated students. In the coming years, we are creating opportunities for teachers to work with students in small groups and 1:1 in order to facilitate even more effective differentiation and skill development. In addition, we are participating in an organization-wide math initiative, designed to improve math instruction and curriculum by analyzing current practices and creating a strategic plan to address math achievement organization-wide. In addition, we are working 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 in both push-in services, and specific classes 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 tight-knit, empowering for stakeholders, and responsive to community needs even as we grow in size. 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, 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

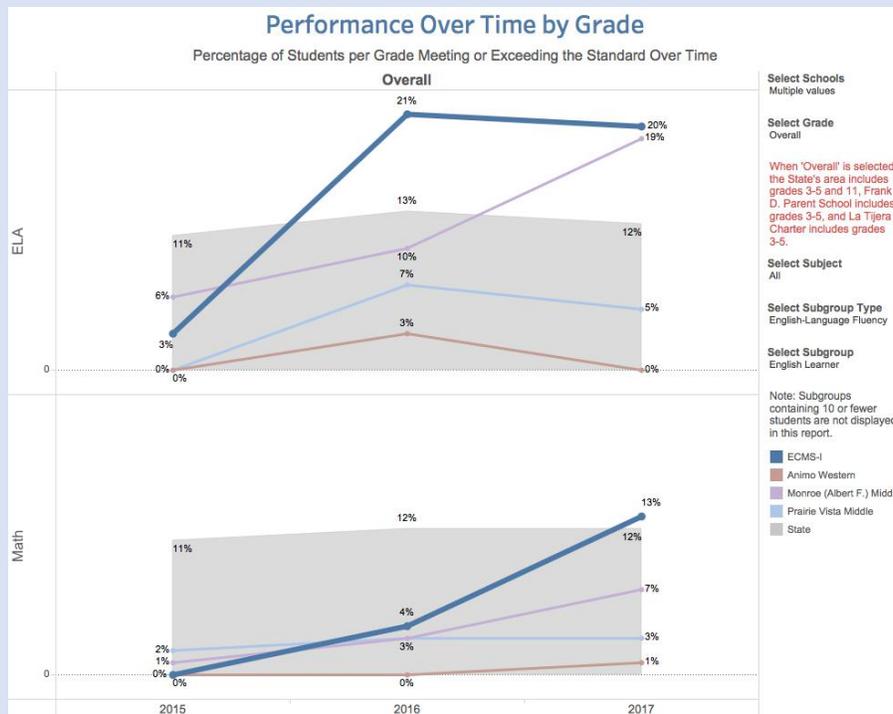
1. **ELA progress:** over the past three administrations of CAASPP, our students' proficiency rate has consistently grown across all student subgroups and as a school overall. Our ELA department has been strengthened by an expert leader/coach. This year, the department has continued to work on grammar and literature, implementing two new approaches that they will continue to build upon. This past summer, in a second round of training through WestEd on "Reading Apprenticeship," teachers in subjects outside of ELA received training so that reading instruction would be consistent across other departments and specialty areas. In addition, our department continues to refine best practices while integrating new teachers into the group. This year, our department chair was awarded the Literacy Teacher of the Year Award by the Los Angeles County Office of Education. Under her direction, teachers have implemented exciting activities that have caused students to become truly engaged with and appreciative of literature. As a result of these and other efforts, we have seen significant progress in both our NWEA scores and our Interdisciplinary Benchmark assessments which we expect will correlate with our 2018 CAASPP results.

When we look at the table of Distance from 3 values below, we can see that our cohorts improve while they are at the school. The class of 2017, for example, went from being 65.1 points below 3 as 6th graders in 14-15 to being only 1.1 point below by the end of 8th grade in 16-17.

ELA rate of growth and cohort growth

	14-15	15-16	16-17
Overall	-27.0	-9.6	-11.5
6th	-65.1	-11.6	-32.3
7th	-35.8	-14.5	17.2
8th	17.3	-2.2	-1.1

2. **English Learner progress:** English Learners significantly improved their average "Distance from 3", raising it by 28.4 points between the 2015 and 2016 CAASPP administrations. Of the 52 English Learners in our school in 2015-2016, 10 students were reclassified over the course of the year (a rate of 19%). This is equal to the 19% rate achieved in 2014-15. As the graph below demonstrates, our English Learners outperformed local comparison schools, as well as state averages in both ELA and math.



This year (2018-2019), our ELs constitute 87 of our 302 students (29%). We examine NWEA throughout the year to track progress toward CAASPP. We have also implemented SBAC IAB assessments in all math classrooms, and use this data to plan re-teaching or grouping strategies for discrete standards achievement. We have seen notable growth in our NWEA scores in both ELA and Math among this population, including significant growth from fall to winter in 8th grade math NWEA scores among EL students.

3. School Culture: ECMS-I has established a positive culture among students, school staff, and parents. This culture includes an emphasis on reflection, transparency, meaningful and respectful dialogue, democratic decision-making, looking at implicit bias, and a deep commitment to being open to critique. Our low attrition rates and rates of entire families enrolling at the school point to a deep satisfaction on the part of our parent community. *Parents* feel we are responsive and respectful, inclusive and genuinely thankful for their participation. 99% of parents surveyed in 2016-2017 for the California Healthy Kids Survey *agreed* or *strongly agreed* that the school has adults who care about students. Among *teachers and staff*, we have created a family atmosphere that encourages people to speak their minds, critique and question, share problematic experiences, troubleshoot together, support one another through difficult professional and personal life events, and celebrate positive experiences.

Our high rates of teacher retention (since 2015-2016, 100% of teachers who were invited back have returned the following year) demonstrate that teachers feel happy to come to work, listened to, professionally supported, and challenged. Students regularly look to teachers, counselors, administrators, and staff as powerful mentors, supports, and surrogate family as they navigate the confusing waters of young adolescence. 93% of students believe that there is a teacher or some other adult who really cares about them. Our school is a warm place, and we work hard to hire teachers who are both intellectually curious and for whom relationships are a central aspect of professional life.

4. Building completion: Our new buildings were completed in August, 2017 in time for the beginning of the current school year. Students arrived to enter brand new classrooms, completely outfitted for their use. This

completion allowed us to return to programs we were unable to administer due to space conflicts during 2016-2017.

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

1. EL PROGRESS. ECMSI’s orange designation on the ELPI is a result of an increase in our EL population in 16-17. Although our reclassifications grew by 60% during the reporting period (from 10 to 16), and our total number of EL students increasing or maintaining their CELDT placement levels increased, our total number of CELDT test takers increased significantly. As a result, the *percentage* of EL students increasing or maintaining their CELDT placement level decreased.

2018-2019 Improvement Plan: We plan to thoroughly examine the new ELPAC scores and our EL CAASPP results with an eye to influencing curricular, professional development, and staffing decisions for 2018-2019. Our greatest concern is meeting the needs of our lowest-performing students with a combination of designated and integrated ELD programming. In addition, next year, we will increase professional development programming for all teachers, including elective teachers, based on SDAIE strategies and the implementation of ELD standards across the curriculum. In addition, we are exploring curricula for our stand alone ELD classes that are research-based and integrate well into our curricular program.

2. English Language Arts. Between the 2016 and 2017 CAASPP administrations, ECMSI increased its percentage of students meeting or exceeding the standard (from 46% to 49%). However, these gains were offset by a simultaneous increase in the percentage of students *not* meeting the standard (from 18% to 23%). The percentage of students nearly meeting the standard decreased. As a result, our school’s overall English Language Arts status remained about the same.

This effect was mostly driven by the 16-17 6th grade class. This cohort was twice as large as preceding cohorts, and made up half of the total school population that year. In addition, 50% of that class were English Learners. Their CAASPP results were weaker than the preceding 6th grade class.

On the other hand, at 67% proficiency, the 16-17 7th grade cohort improved dramatically over both the previous 7th grades (47% proficiency), and over their own 6th grade performance (45%).

Similarly, at 59% proficiency, the 16-17 8th graders improved over the previous 8th graders (45%), and their own 7th grade performance (47%).

2018-19 Improvement Plan: We plan to continue to implement Reading Apprenticeship in 2018-2019, and will work to train elective teachers to use this strategy to support student literacy. In addition, we will continue to work with students individually and in small groups on areas where they struggle. Our ELA department has set in motion several initiatives that will be strengthened next year by a full-time instructional coach. In addition to Reading Apprenticeship and Grammar for Writing, the department plans to initiate strategies throughout the school to strengthen students’ writing.

This year, our ELA department initiated the consistent use of IABs, and have developed protocols for data analysis and concomitant pacing adjustments. As a result, we expect to see widespread improvements in overall scores and student preparation for high school.

3. Mathematics. Between the 2016 and 2017 CAASPP administrations, ECMSI increased its percentage of students meeting or exceeding the standard (from 24% to 27%). However, these gains were offset by a simultaneous increase in the percentage of students *not* meeting the standard (from 38% to 44%). The percentage of students nearly meeting the standard decreased. As a result, our school's overall Math status declined.

This effect was mostly driven by the 16-17 6th grade class. This cohort was twice as large as preceding cohorts, and made up half of the total school population that year. Their CAASPP results were weaker than the preceding 6th grade class.

On the other hand, at 34% proficiency, the 16-17 7th grade cohort improved significantly over both the previous 7th graders (22% proficiency), and over their own 6th grade performance (29%).

Similarly, at 32% proficiency, the 16-17 8th graders improved over the previous 8th graders (21%), and their own 7th grade performance (22%).

2018-19 Improvement Plan: We continue to participate in our organization's math initiative, which has included in-depth training from the UCLA Math Project, lesson study, and intensive math coaching. We are currently working to adopt a curriculum which we will be piloting throughout the 18-19 school year. This curriculum is currently being researched and vetted, and we will work to implement it with fidelity to understand the impact on student outcomes. In addition, we will continue to intervene with students who are struggling individually and in small groups.

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

Performance Gaps

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

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

Increased or Improved services

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. We have served their needs

consistently over the past four years, and will improve those services over the coming years in the following areas:

1. Increasing teachers' time to plan, analyze data, and work with low-income students, English learners, and foster youth in small groups:

In all core subject areas, our students require teachers who are well-planned, analyze data regularly, and work with students on targeted support. Up to this point, we have served students with a full-time ELD teacher, who works with students both inside and outside of the classroom on understanding core concepts, operations, and skills. This coming year, we will continue to have full-time elective teachers so that our core teachers can work with struggling students during planning periods in which they will plan, assess, analyze data and work with students individually and in small groups. We expect that when teachers can work with struggling students on concepts that seem out of reach, students will be able to succeed in class more readily.

2. Math-specific supports for unduplicated students:

Math coach: We will continue to offer our math teachers support in curriculum, instruction, planning, and assessment design with a part-time math coach. In the past few years, teachers' classroom pedagogy improved under the guidance of our experienced math coach. This individual meets regularly with teachers, conducts observation and feedback sessions, helps teachers analyze formative data, and presents professional development. In 2018-2019, we will have a full time math coach who will also serve as the intervention coordinator for math interventions.

3. Improving supports for low-income, African American students:

As a result of achievement gaps among this subgroup, we will continue to support African American students in the upcoming year. A teacher will be assigned a role coordinating supports for this group, convening parent groups, and monitoring progress.

How these improvements will respond to the specific needs of unduplicated students:

English Learners:

Core teachers (Math/Science and English/History) will implement ELD standards and strategies in their classrooms. To become proficient teachers of English Learners, a full-time ELD coordinator will provide professional development and classroom support. Students will be monitored throughout the school year on performance and areas of concern. Core teachers will have more time to work with the ELD coordinator on reaching students' needs in all core content classes.

In **math**, English Learners will receive more targeted instruction as a result of teachers' increased planning time. Teachers will implement ELD standards in their classrooms as a result of professional development from our ELD coordinator and our Math Coach.

Low-income students: With additional planning time, teachers will be able to monitor low-income students' progress, pull students out in small groups to assist with conceptual understanding, and provide critical information to parents regarding student progress. Teachers will be able to differentiate instruction to meet low-income students' needs while working with instructional coaches and grade-level colleagues. In **math**, teachers will have more time to work with low-income students in small groups and one on one. Low income African American students will benefit from our new coordinator, who will monitor progress and help students access the type of help they need to succeed in core classes.

Foster Youth: Foster Youth will benefit from this increase in services with improved instruction, more concise feedback, and continued attention to students' affective needs. Teachers will have time to meet with counselors regarding Foster Youth students' progress, and in turn will be able to have more thorough communication with foster parents regarding student needs. Foster Youth will also benefit from increased math

training and coaching support as well as from our math interventionist. Foster Youth will have an opportunity to have math support in smaller, more informal groups that allow them to ask questions and receive immediate support. African American Foster Youth will receive regular monitoring, check-ins, and support from our coordinator of African American student progress.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 4,764,519
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 4,764,519

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 of the General Fund Budget Expenditures are reflected in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 3,523,187

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Fewer than 3 teachers will be misassigned	Met. Only 1 teacher was misassigned.
100% of students have access to standards-aligned instruction materials as reported in yearly SARC.	Met. 100% of students have access to standards-aligned instructional materials.
School facilities are maintained good repair as evidenced by each years LACOE inspection report and detailed in SARC. All findings in inspection are addressed in timely manner.	Met. The facility received ratings of Good on all inspected systems, and an overall rating of Good.
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 core teachers and 95% of all teachers regularly assess ELD standards.	Met. All teachers regularly assess ELD standards.
Robust ELD program supports EL students in accessing CCSS and ELD standards.	Met. 100% of teachers are using ELD standards, PD around ELD standards and strategies is delivered by ELD coordinator regularly, and an individualized support program has been developed for every EL student based on data and teacher recommendations.
100% of teachers participate in professional development regarding ELD standards implementation.	Met. All teachers participated in PD regarding ELD standards implementation.
100% of students have access to ECMS-I courses as described in our charter petition.	Met. 100% of students have access to ECMS-I's educational program.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will employ certificated employees necessary to implement educational program.	Necessary certificated employees staffed our education program as planned.	Est.Cost: \$1,039,062 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 1000-1999	Cost: \$1,046,788 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 1000-1999

Action 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.	School employed staff necessary for school operations and facilities to ensure student safety and support implementation of educational program.	Est.Cost: \$286,013 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 2000-2999	Cost: \$251,373 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 2000-2999

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will maintain required insurance and will offer competitive employee benefits packages.	School maintained required insurance and offered competitive employee benefits packages.	Est.Cost: \$461,389 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 3000-3999	Cost: \$459,718 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 3000-3999

Action 4

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational program.	School purchased books, materials and supplies to ensure smooth operations and effective implementation of educational program.	Est.Cost: \$286,498 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 4000-4999	Cost \$314,265 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 4000-4999

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	School leveraged professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	Est.Cost: \$1,002,161 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 5000-5999	Cost: \$1,213,820 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 5000-5999

Action 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.	School site made capital improvements as required to ensure student safety and support implementation of educational program.	Est.Cost: \$350,894 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 6000-6999	Cost: \$225,525 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 6000-6999

Action 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	ECS personnel provided school with human resources, accounting, financial and facilities	Est.Cost: \$170,915	Cost: \$176,188

to ensure smooth operations. ECS personnel will also support schools implementation of standards implementation and work to secure additional resources needed to implement educational program.	support to ensure smooth operations. ECS personnel supported schools implementation of standards implementation and work to secure additional resources needed to implement educational program.	Funding Source(s): Base Acct. Code: 2000-2999	Funding Source(s): Base Acct. Code: 2000-2999
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ECS personnel and ECMS-I site leaders will explore ways to provide additional shaded areas for lunch and areas that are protected from rain.	ECS personnel and ECMS-I site leaders provided additional shaded areas for lunch and areas that are protected from rain.	Est. Cost: Cost allocated in actions 1, 2 & 7 (Administration, Staff and CMO Classified) Funding Source(s): Base Acct. Code: 1000-1930; 2000-2904	Est. expenditure reported in actions 1, 2 & 7 (Administration, Staff and CMO Classified) Funding Source(s): Base Acct. Code: 1000-1930; 2000-2904

Analysis

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

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

The implementation of the above actions and services were completed during the 2017-2018 school year. In our new buildings, which opened in August 2017, all classrooms were outfitted with computer carts, internet access, and support if technology challenges arose. Teachers were credentialed, and teachers requiring induction support received it through a partnership with Antioch College.

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

The actions and services as planned proved effective and appropriate to the academic program and organizational mission. We achieved all of our expected annual measurable outcomes, and we continue to ensure that our operations and facilities are mission-aligned, meet needs of educational program, and facilitate achievement of student learning outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 was lower because the school did not hire two employees until early December 2017 who had originally been budgeted for a full year contract.

Action 4 was higher because we received more revenues for the 4000 series than originally expected and budgeted for.

Action 5 was higher due mainly to unexpected costs for completion of our two new education buildings. These included construction consultants, attorneys, and other fees related to extending the build beyond the original scope.

Action 6 was lower because the solar energy project has been delayed as we wait for our lessor to complete requisite upgrades to the roof of our building.

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.

Editing certain sentences for grammar and clarity. No change in content. Action 8 is being removed as the shade structure would require a city permit and our site does not have the capacity to initiate that process at this time.

Goal 2

Improve outcomes for all students by improving instruction and programs.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>For each cohort and significant subgroups 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.</p>	<p>(2018 CAASPP scores pending)</p>
<p>Required State Metric EL reclassification rate</p> <p>This metric, beginning in 2017-2018, will be subsumed within the ELPI metric, cited below.</p>	<p>n/a</p>
<p>The percentage of students either:</p> <p>Reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Reports English Learner Progress Indicator, or</p> <p>Maintaining a high level of performance on the CELDT/ELPAC, as defined by the California School Dashboard Reports English Learner Progress Indicator, will improve by 2% each year until reaching 75%</p> <p>Baseline year</p>	<p>(2018 ELPI pending)</p> <p>The Fall 2017 CA School Dashboard's ELPI places ECMS-I's status at 69.5%, which is a decline of 16.2%.</p>
<p>Required State Metric The Academic Performance Index</p> <p>n/a</p>	<p>n/a</p>
<p>Interdisciplinary Benchmarks (IBMs)</p> <p>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</p>	<p>Baseline year</p> <p>Average Critical Thinking score by cohort:</p> <ul style="list-style-type: none"> Class of 2018: 2.95

	<ul style="list-style-type: none"> • Class of 2019: 3.33 • Class of 2020: 2.78
Maintain 100% of SWD students meeting or partially meeting IEP goals	Met. 100% of students met or partially met their IEP goals.

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated.5)	ECS personnel provided support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated.5)	Est.Cost: \$46,023 Funding Source(s): Base Acct. Code: 1311	Cost: \$38,266 Funding Source(s): Base Acct. Code: 1311

Action 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. EL and low-SES students, who lag behind in math, will benefit from increased attention to math achievement.	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: \$12,362 Funding Source(s): Base Acct. Code: 5863	Cost: \$6,825 Funding Source(s): Base Acct. Code: 5863

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use software to better understand how subgroups are performing, drive instruction and evaluate efficacy of best practices for those groups	Used software to better understand how subgroups were performing, drive instruction and evaluate efficacy of best practices for those groups	Est.Cost: 1. CMO Support & Data Manager (see Goal 2 Action 1 & Goal 1 Action 7) 2. \$6167 (Schoolzilla/ Teachboost) 3. \$2912 (NWEA MAP) Funding Source(s): 1. Base 2. Supp/Conc	Total cost: \$10,911 1. CMO Support & Data Manager (see Goal 2 Action 1 & Goal 1 Action 7) 2. \$6,231 (Schoolzilla/ Teachboost) 3. \$4,679 (NWEA MAP) Funding Source(s): 1. Base 2. Supp/Conc

		3. Supp/Conc Acct. Code: 1. Previously allocated actions 1g & 2a 2. 4320 3. 5878	3. Supp/Conc Acct. Code: 1. Previously allocated actions 1g & 2a 2. 4320 3. 5878
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Action 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 courses 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: 1. \$129,430 Specialty teachers 2. \$6500 Environmental/Botany Consultant 3. \$2,500 Games Supplies Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 5854 3. 4335	Total cost: \$146,964 1. \$137,963 Specialty teachers 2. \$6500 Environmental/Botany Consultant 3. \$2,500 Games Supplies Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 5854 3. 4335

Action 5

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.	School continued implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of students who are socioeconomically disadvantaged and English Learners.	Est.Cost: 1. \$123,829 Site administrators, teacher leaders/coaches, CMO certificated support 2. \$3,000 Stipends for teacher coaches 3. \$24,766 benefits Funding Source(s): Supp/Conc Acct. Code: 1. 1100 & 1300 2. 1100	Total Cost: \$145,285 1. \$116,071 Site administrators, teacher leaders/coaches, CMO certificated support 2. \$6,000 Stipends for teacher coaches 3. \$23,214 benefits Funding Source(s): Supp/Conc Acct. Code: 1. 1100 & 1300 2. 1100

		3. 3000-3999	3. 3000-3999
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ECMSI will provide additional supports to low SES and ELs struggling in math and participate in an ECS-wide math initiative to help low SES and ELs reach proficiency in math.	ECMSI provided additional supports to low SES and ELs struggling in math and participated in an ECS-wide math initiative to help low SES and ELs reach proficiency in math.	Est. Cost: 1. \$54,531 Math intervention teacher and math coach 2. \$919 ST Math 3. \$6,298 Benefits Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 4320 3. 3000-3900	Total Cost: \$63,087 1. \$55,647 Math intervention teacher and math coach 2. \$919 ST Math 3. \$6,521 Benefits Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 4320 3. 3000-3900

Analysis

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

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

Instructional coaching in math and ELA and professional development was provided to all teachers in common core implementation, planning, assessment, data analysis, differentiation, Special Education responsibilities, and ELD standards implementation. In particular, ELA teachers received multi-day professional development in Reading Apprenticeship through WestEd, while math teachers were trained during summer professional development and throughout the year by trainers from the UCLA Math Project. Coaches and teachers used Teachboost (a teacher feedback platform) to communicate and track teacher progress. Teachers accessed outside professional development. Coaches were supported through Instructional Coach Training, provided by the curriculum director. Assistance was provided to teachers for students with special needs by para-educators. Students continued to participate in outdoor education and in-school environmental curricula through their Green Ambassadors elective. An intervention specialist was hired part-time to provide interventions to students and organize teacher-led interventions throughout the school. The hiring of two specialty teachers allowed all teachers to have more time to plan, communicate with parents, and provide small group or individual intervention support to struggling students.

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

As a result of the implementation of our actions and services under goal 2, our school improved our students' academic outcomes on a number of scores. By increasing our access to data analysis, and the ability to differentiate between subgroups, we are able to implement programs and make key staffing decisions that have and will improve our effectiveness overall and with our subgroups. With regular attention to data, we were able to identify serious deficiencies in our students' math proficiency, which led us to plan and execute our current math initiative, employ a math coach, and attend more precisely to math instruction and pedagogy.

Providing enrichment through our specialty classes has enabled our students to interact, learn critical speaking and listening skills, and experience mission aligned science and environmental curricula. Our Teacher Development System, focusing on our organization's Best Practices, continues to guide our support for all teachers -- veteran to novice -- to reach their instructional goals and ultimately contribute to students success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 was lower because two people who were originally supporting all three schools either left the organization or were deployed in a different capacity.

Action 2 was lower because professional development costs were lower than anticipated.

Action 3 was higher because we underestimated the cost of NWEA in our budget. This is partly due to underestimating our enrollment.

Action 4 was slightly higher because two teachers' received raises after the passing of the budget. Other teachers earned additional credentials, which led to increases in their salaries as well.

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.

As our school opened after the sunseting of API, we have never had an API and therefore are removing this AMO from our LCAP. The ELPI AMO's baseline has been updated in our Goals, Actions, and Services section to reflect our ELPI status for schoolyear 16-17.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
School attendance rate will remain above 95%	Met. 97.6%
Chronic absenteeism will be lower than comparison schools designated in Charter.	Nearly Met. <i>(17-18 comparison data pending)</i> ECMSI's chronic absenteeism rate is currently 6.3%, which is dramatically lower than our rate in 16-17 (8.4%), and lower than the 16-17 rates for LAUSD, LA county, and the state. It is also significantly lower than that of Monroe Middle (12.7%) and Prairie Vista Middle (11.2%), but is slightly higher than that of Animo Western (5.8%).
School dropout rate will be 0%	Met. 0%
School graduation rate: n/a	n/a
Maintain suspension rate that is the same or lower than schools students would otherwise attend. Monroe MS: 11.1% Prairie Vista: .5% Animo Western: 13.5%	<i>(17-18 comparison data pending)</i> Nearly Met. ECMSI currently has a suspension rate of 2%. This is a lower suspension rate than 2 of our comparison schools, but not the third.
Pupil expulsion rate will be 2% or less	Met. There have been no expulsions from ECMSI in 17-18.
On CalSCHLS survey, more than 80% parents will agree or strongly agree that the school actively seeks input from parent community in decision-making.	<i>(17-18 climate survey data pending)</i>
All parents invited to participate in parent programs, curriculum-based celebrations, and workshops. Provide translation for all parent workshops and events.	Met. All parents were invited to participate in parent conferences and schoolwide events, and translations were provided.

<p>80% or more stakeholders will continue to report that ECMS I is a supportive and safe place to learn and work as measured by CalSCHLS survey.</p>	<p>Met. 93% of staff agree or strongly agree that ECMS-I is a supportive and inviting place to work (A4.10)</p> <p>Met. 100% of staff agree or strongly agree that ECMS-I is a safe place for students, (A4.22) and for staff (A4.23)</p> <p>Not met. 72% of students agreed or strongly agreed that the school is safe. Another 20% stated that they feel neither safe nor unsafe.</p> <p>Not met. 74% agreed or strongly agreed that they felt connected to ECMS-I</p> <p>Met. 17-18 Climate Survey results pending. In 16-17, 98% of parents agreed or strongly agreed that ECMS-I is a safe place for their child (A7.3).</p>
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Overnight field trips and day field trips will enrich the learning of low-income students and provided opportunities for healthy risk taking.</p>	<p>Overnight field trips and day field trips enriched the learning of low-income students and provided opportunities for healthy risk taking.</p>	<p>Est.Cost: \$72,000</p> <p>Funding Source(s): Supp/Conc</p> <p>Acct. Code: 5830</p>	<p>Cost: \$79,000</p> <p>Funding Source(s): Supp/Conc</p> <p>Acct. Code: 5830</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Student services team will provide services for unduplicated pupils, including social emotional programing, academic counseling, restorative practices, and summer bridge to ensure a smooth transition into middle school. Team will monitor and respond to attendance concerns and ensure thorough implementation of attendance procedures.</p>	<p>Student services team provided services for unduplicated pupils, including social/ emotional programming, academic counseling, restorative practices, and summer bridge to ensure a smooth transition into middle school. Team monitored and responded to attendance concerns and ensure thorough implementation of attendance procedures.</p>	<p>Est.Cost:</p> <ol style="list-style-type: none"> \$105,919 (Certificated Staff) \$3,183 (Bilingual translation) \$21,820 (Benefits) <p>Funding Source(s): Supp/Conc</p> <p>Acct. Code:</p> <ol style="list-style-type: none"> 1100-1920 2300 	<p>Total Cost: \$136,227</p> <ol style="list-style-type: none"> \$110,933 (Certificated Staff) \$3,320 (Bilingual translation) \$21,974 (Benefits) <p>Funding Source(s): Supp/Conc</p> <p>Acct. Code:</p> <ol style="list-style-type: none"> 1100-1920 2300

		3. 3000-3900	3. 3000-3900
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Adjust school calendar, avoiding days that have been shown to have low rates of attendance.	Adjusted school calendar, avoiding days that had been shown to have low rates of attendance.	Est.Cost: \$0	Cost: \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Work with stakeholders to ensure enrollment of African American students reflects the surrounding community and constitutes a proportion similar to schools most ECMS-I students would otherwise attend.	Worked with stakeholders to ensure enrollment of African American students reflects the surrounding community and constitutes a proportion similar to schools most ECMS-I students would otherwise attend.	Est.Cost: Cost Allocated in Goal 1 (Administration and Office Staff) Funding Source(s): Base Acct. Code: 1000-2999	Cost Allocated in Goal 1 (Administration and Office Staff) Funding Source(s): Base Acct. Code: 1000-2999

Analysis

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

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

We implemented each of these actions with fidelity and have seen success. More than 95% of our students participated in overnight outdoor education trips and other field trips. Our student services team continued to serve students' needs regarding academic, mental health, and language challenges. The team met regularly to discuss individual student progress, obviate duplication of services, and ensure that services were not interfering with academic programs. Finally, with our parent coordinator, we made a major effort to increase the number of African American applicants to the school, and indeed, our pool increased for the 2018-2019 school year. We worked to implant ourselves in our neighboring community through school sponsored events and partnerships.

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

Our actions and services have contributed to parent involvement in a multitude of school programs and decision-making opportunities. In addition, student services increased this year in response to our attention to interventions for struggling students. Outreach to parents continued to yield high levels of parent participation in parent/teacher/student conferences. Our chronic absentee rate has declined as the result of efforts to improve school climate and culture.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 was higher because NatureBridge reduced the per-student discount it provided to us from 50% to 30%, and because of various unforeseen expenses totalling \$7000.

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.

The suspension rates that had been listed for our comparison schools in the suspension rate-based AMO were incorrect. We have updated their rates here and in the Goals, Actions, and Services section.

Stakeholder Engagement

LCAP Year: 2018–19

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?

Throughout 2017-2018, stakeholders were regularly consulted regarding plans for the upcoming LCAP. Not only do we regularly review state and local data with our stakeholders to understand areas where we need to improve, but we also examine parent, staff, and student survey data to understand stakeholder feedback regarding a host of issues critical to planning and implementing programs. Our Cal-SCHLS survey data provides important feedback from a large group of people regarding the experience of stakeholders at ECMS Inglewood. Throughout 2017-2018, stakeholders were regularly consulted regarding plans for the upcoming LCAP. In Site Council meetings, progress and plans were discussed, with an emphasis on academic outcomes. In other parent events, data was always shared so that all parents would understand ECMS Inglewood's priorities.

Parent opportunities for LCAP engagement:

1. Coffee with the principal. In these meetings, parents have a free-flowing conversation with administration regarding site issues, curriculum, school culture, or other issues that are on parents' minds.
2. Site Council: 10/18/17, 12/7/17, 1/18/18, 2/8/18, 4/12/18, 5/24/18 In these meetings, parents advise staff on decisions as needed, discuss programs, and vote on key aspects of LCAP and SPSA.
3. ELAC (5 meetings between January and June 2018): 1/26/18, 2/23/18, 3/9/18, 5/18/18, 6/1/18
4. Parent Surveys: Each year, parents complete the Cal-SCHLS survey, which allows our administration to see parent concerns quickly and thoroughly. Results are analyzed each summer, and adjustments to program are enacted.

Faculty/staff engagement in LCAP process:

1. Regular weekly staff and faculty meetings take place in which data and progress is reported and analyzed. Plans to adjust instruction and assessments, as well as conversations about policy changes take place regularly. This year, our April 9, 2018 professional development was devoted to LCAP reflections and planning. Faculty gave administration feedback on a host of items and requested that we make a few adjustments to the schedule, curriculum, and calendar.
2. CHKS survey: Each year, staff/faculty have an opportunity to respond to an extensive survey regarding the school. These results generate important discussions about practice. This past year, for example, surveys showed that there was not enough "student voice" at the school. As a result, we initiated several programs to enable students to have more input in school activities and discussions.

3. Principal's Advisory Committee: Each spring, teachers examine practices and programs with an eye toward refining curriculum, instruction, school governance, and other important issues, including calendar. Teachers discuss emphasis of resources based on data and suggest solution.
4. Instructional Leadership Team (ILT) meetings: In regular weekly leadership team meetings, instructional decisions regarding LCAP implementation, changes to program, and professional development needs are discussed.
5. Equity committee: Our school has an equity committee that discusses a host of issues regarding how well our school works to address gaps in achievement or other important approaches to student equity. Representatives from this group attend Environmental Charter Schools' organization-wide equity council. This group advises the administrative leadership and the ECS Board of Directors regarding key changes that will positively affect equity goals.

The ECS Board approved the ECMS-I 2017-2020 year 2 LCAP on 6/4/2018.

Impact on LCAP and Annual Update

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

All of these consultations and sessions in which data was analyzed and our program was reviewed had a critical impact on the upcoming LCAP's formulation. Teacher feedback regarding opportunities to work with small groups of students, along with data suggesting that students in the bottom quartile, which include large numbers of unduplicated pupils, continue to struggle with basic skills led to our decision to relieve teachers of their elective classes in favor of additional time for planning and targeted instruction. Discrepancies between math and ELA scores on CAASPP and discussions with both teachers and parents led to adding math interventions and participation in an organization-wide math initiative which we will continue in the upcoming year. Stakeholder feedback from African American parents, as well as a thorough analysis by faculty led to the creation of a new position for a monitor for African American achievement. In fact, all decisions at the school are made in consultation with teachers, parents, and when appropriate, students. We believe that stakeholder input leads to well-implemented innovations and we continue to consult stakeholders on implementation and outcomes.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Analysis of rates of student mastery of math and science, as shown in CAASPP, CST and internal assessments, suggest a need for additional professional development in Common Core math and NGSS. Data shows a similar need for professional development in ELD standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. <i>Required State Metric:</i> Teacher misassignments	2016-17 0 teachers misassigned.	Fewer than 3 teachers will be misassigned.	Fewer than 3 teachers will be misassigned.	Fewer than 3 teachers will be misassigned.
2. <i>Required Locally</i>	100% of students have	100% of students have	100% of students have	100% of students have

<p><i>Determined metric:</i> Pupils have sufficient access to standards-aligned instructional materials</p>	<p>access to standards-aligned instruction materials as reported in 2015-2016 SARC.</p>	<p>access to standards-aligned instruction materials as reported in yearly SARC.</p>	<p>access to standards-aligned instruction materials as reported in yearly SARC.</p>	<p>access to standards-aligned instruction materials as reported in yearly SARC.</p>
<p>3. Required Locally <i>Determined metric:</i> School facilities are maintained in good repair</p>	<p>School facilities are maintained in good repair as evidenced by each year's LACOE inspection report and detailed in SARC. All findings in inspection are addressed in timely manner.</p>	<p>School facilities are maintained in good repair as evidenced by each year's LACOE inspection report and detailed in SARC. All findings in inspection are addressed in timely manner.</p>	<p>School facilities are maintained in good repair as evidenced by each year's LACOE inspection report and detailed in SARC. All findings in inspection are addressed in timely manner.</p>	<p>School facilities are maintained in good repair as evidenced by each year's LACOE inspection report and detailed in SARC. All findings in inspection are addressed in timely manner.</p>
<p>4. Locally designed metrics for: Implementation of state board adopted academic content and performance standards for all students (CCSS, ELD, NextGen, et. al.)</p>	<p>100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.</p>	<p>100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.</p>	<p>100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.</p>	<p>100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.</p>
<p>5. Locally designed metrics for: How programs and services will enable ELs to access the CCSS and the ELD standards to learn content and become English fluent</p>	<p>100% of core teachers and 91% of all teachers regularly assess ELD standards. Robust ELD program supports EL students in accessing CCSS and ELD standards. 100% of teachers participate in professional development regarding ELD standards implementation</p>	<p>100% of core teachers and 95% of all teachers regularly assess ELD standards. Robust ELD program supports EL students in accessing CCSS and ELD standards. 100% of teachers participate in professional development regarding ELD standards implementation</p>	<p>100% of core teachers and 100% of all teachers regularly assess ELD standards. Robust ELD program supports EL students in accessing CCSS and ELD standards. 100% of teachers participate in professional development regarding ELD standards implementation</p>	<p>100% of core teachers and 100% of all teachers regularly assess ELD standards. Robust ELD program supports EL students in accessing CCSS and ELD standards. 100% of teachers participate in professional development regarding ELD standards implementation</p>

6. Required State Metric: Course Access	100% of students have access to ECMS-I courses as described in our charter petition.	100% of students will have access to ECMS-I courses as described in our charter petition.	100% of students will have access to ECMS-I courses as described in our charter petition.	100% of students will have access to ECMS-I courses as described in our charter petition.
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

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

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

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	\$1,039,062	\$1,046,788	\$1,067,724
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	1000-1900	1000-1900	1000-1900

Action 2

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

Students to be Served:

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

All

Location(s):

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

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

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

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	\$286,013	\$251,373	\$256,401
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	2000-2904	2000-2904	2000-2904

Action 3

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

Students to be Served:

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

Location(s):

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

All	All Schools
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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)

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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School will maintain required insurance and will offer competitive employee benefits packages.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$461,389	\$459,719	\$468,913
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	3000-3900	3000-3900	3000-3900

Action 4

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

Students to be Served:

(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
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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)

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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
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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.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$286,498	\$214,265	\$320,550
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	4000-4720	4000-4720	4000-4720

Action 5

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
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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)

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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
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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.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$1,002,161	\$1,213,821	\$1,238,097
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants
Budget Reference	5000-5920	5000-5920	5000-5920

Action 6

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

Students to be Served:

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

All

Location(s):

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

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)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School site will make capital improvements as required to ensure student safety and support implementation of educational program		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$350,894	\$0	\$0
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants		
Budget Reference	6000-6200		

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):

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)

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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
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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.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$170,915	\$259,725	\$264,920
Source	Base	Base	Base
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

Local Priorities:

Identified Need:

Our analysis of CAASPP, NWEA and other internal measures reveals a need to enhance math and ELA achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><i>1. Required State Metric:</i> Performance on standardized tests <i>Scores on standardized tests and internal assessments will improve, especially in areas targeted with additional resources.</i></p>	<p>Based on the CDE Dashboard 5x5 CAASPP “distance from 3” between 2015 and 2016 <u>All Students</u> ELA increased (18.1); Math increased significantly (18.4) <u>Socioeconomically Disadvantaged</u> ELA Increased (17.6); Math increased significantly (19) <u>Students with Disabilities</u></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

	<p>ELA significantly increased (31.3); Math significantly increased (33.1)</p> <p><u>English Learners</u> significantly increased (28.4) ELA, and increased (12) in Math</p> <p><u>African Americans</u> significantly increased (22.7) ELA, Math increased (6.7)</p> <p>CAASPP ELA 2015: 38% met/exceeded 2016: 46% met/exceeded</p> <p>CAASPP Math 2015: 20% met/exceeded 2016: 24% met/exceeded</p> <p>NWEA/MAP scores steadily increased for all grades and cohorts throughout the year.</p>			
<p><i>2. Required State Metric</i></p> <p>EL reclassification rate</p>	<p>19% of EL students were reclassified in 2015-2016</p>	<p>This metric, beginning in 2017-2018, will be subsumed within the ELPI metric, cited below.</p>	<p>This metric, beginning in 2017-2018, will be subsumed within the ELPI metric, cited below.</p>	<p>This metric, beginning in 2017-2018, will be subsumed within the ELPI metric, cited below.⁸</p>
<p><i>3. Required State Metric</i></p> <p>% of ELs making progress to fluency on CELDT & Reclassification Rate—ECMS-I will use the</p>	<p>69.5%</p>	<p>The percentage of students either: reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School</p>	<p>2% above baseline</p>	<p>2% above baseline</p>

<p>California School Dashboard Report's English Learner Progress Indicator (ELPI)</p>		<p>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%</p> <p>Baseline year</p>		
<p>4. <i>Required Locally Determined metric:</i> "Other courses" (e.g., social sciences, science. Could include SLOs, or other courses)</p>	<p>Interdisciplinary Benchmarks (IBMs) Students will synthesize information from the English, math, history and science disciplines to answer essential and guiding questions using big ideas. Each cohort's average score on Critical Thinking will improve annually by 2% as measured on Interdisciplinary Benchmark Individual Unit Exams</p>	<p>Baseline year</p>	<p>Increase 2% above baseline</p>	<p>Increase 2% above baseline</p>
<p>5. % of SWD students' progress toward IEP goals</p>	<p>100% of 2015-2016 SWD students met or partially met IEP goals.</p>	<p>Maintain 100% of SWD students meeting or partially meeting IEP goals</p>	<p>Maintain 100% of SWD students meeting or partially meeting IEP goals</p>	<p>Maintain 100% of SWD students meeting or partially meeting IEP goals.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated .5)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$46,023	\$50,243	\$51,247
Source	Base	Base	Base
Budget Reference	1311	1311	1311

Action 2

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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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
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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		
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improve math achievement. EL and low-SES students, who lag behind in math, will benefit from increased attention to math achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,362 (Professional Development)	\$10,470	\$10,679
Source	Base	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5863	5863	5863

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-

Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for 2019-

New	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Use software to better understand how subgroups are performing, drive instruction and evaluate efficacy of best practices for those groups		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. CMO Support & Data Manager (see actions 2a & 1g) 2. \$6167 (Schoolzilla/ Teachboost) 3. \$2912 (NWEA MAP)	1. CMO Support & Data Manager (see actions 2a & 1g) 2. \$7,065 (Schoolzilla/ Teachboost) 3. \$5,587 (NWEA MAP) 4. \$17,402 (Illustrative Math + Freckle)	1. CMO Support & Data Manager (see actions 2a & 1g) 2. \$7,206 (Schoolzilla/ Teachboost) 3. \$5,699 (NWEA MAP) 4. \$17,750 (Illustrative Math + Freckle)
Source	1. Base 2-3. Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1. Previously allocated actions 1g & 2a 2. 4320 3. 5878	1. Previously allocated actions 1g & 2a 2. 4320 3. 5878 4. 4320	1. Previously allocated actions 1g & 2a 2. 4320 3. 5878 4. 4320

Action 4

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):

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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, and Low Income	LEA-wide	All Schools
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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 help low income students and English learners develop the skills needed to succeed in a college preparatory high school, develop students' social emotional skills and reinforce content and skills from core courses through engaging activities appealing to multiple modalities.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$129,430 Specialty teachers 2. \$6500 Environmental/Botany Consultant	1. \$166,528 Specialty teachers 2. \$6,500 Environmental/Botany Consultant	1. \$169,858 Specialty teachers 2. \$6,630 Environmental/Botany Consultant

	3. \$2,500 Games Supplies	3. \$3,000 Games Supplies 4. \$3,000 Handwork Supplies	3. \$3,060 Games Supplies 4. \$3,060 Handwork Supplies
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1. 1100 2. 5854 3. 4335	1. 1100 2. 5854 3. 4335 4. 4325	1. 1100 2. 5854 3. 4335 4. 4325

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

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, 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	Unchanged	Unchanged
-----	-----------	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of Unduplicated Pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$123,829 Site administrators, teacher leaders/coaches, CMO certificated support 2. \$3,000 Stipends for teacher coaches 3. \$24,766 benefits	1. \$130,382 Site administrators, teacher leaders/coaches, CMO certificated support 2. \$3,000 Stipends for teacher coaches 3. \$68,767 Instructional Coach 4. \$39,830 benefits	1. \$131,370 Site administrators, teacher leaders/coaches, CMO certificated support 2. \$3,121 Stipends for teacher coaches 3. \$70,142 4. \$25,766 benefits
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1. 1100 & 1300 2. 1100 3. 3000-3999	1. 1100 & 1300 2. 1100 3. 1100 4. 3000-3999	1. 1100 & 1300 2. 1100 3. 1100 4. 3000-3999

Action 6

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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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**

ECMSI will provide additional supports to unduplicated students struggling in math and participate in an ECS-wide math initiative to help unduplicated students reach proficiency in math. School will employ certificated employees necessary to implement educational program.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$54,531 Math intervention teacher and math coach 2. \$919 ST Math 3. \$6,298 Benefits	1. \$70,000 Math intervention teacher and math coach 2. \$14,000 Benefits	1. \$71,4000 Math intervention teacher and math coach 2. \$14,280 Benefits
Source	1. Supplemental/Concentration 2. Supplemental/Concentration 3. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Supplemental/Concentration
Budget Referenc	1. 1100 2. 4320	1. 1100 2. 3000-3900	1. 1100 2. 3000-3900

e	3. 3000-3900		
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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):

--	--

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, 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	Unchanged
--	-----	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Core, Special Education, and ELD teachers work with struggling students in small groups and individually on specific skill areas to remediate in ELA/Math.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount		<ol style="list-style-type: none"> 1. \$82,553 Core Teacher Remediation Time 2. \$39,783 ELD Coordinators 3. \$41,676 SWD Coordinators 	<ol style="list-style-type: none"> 1. \$84,204 Core Teacher Remediation Time 2. \$40,579 ELD Coordinators 3. \$42,509 SWD Coordinators
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		<ol style="list-style-type: none"> 1. 1100 2. 1100 3. 1148 	<ol style="list-style-type: none"> 1. 1100 2. 1100 3. 1148

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Positive student culture improves a number of important measures, including school attendance, behavior and academic performance. Positive faculty culture is critical to teacher retention and school stability. School safety and connectedness is a major factor in recruitment of new students and parent involvement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. <i>Required State Metric:</i> School attendance rates;	2015-2016: 97%	Remain above 95%	Remain above 95%	Remain above 95%
2. <i>Required State Metric</i> Chronic absenteeism rates;	2016-2017: 8% (year to date number from Powerschool student information system. Will be recalculated before July 1, 2017	Chronic absenteeism will be lower than comparison schools designated in Charter.	Chronic absenteeism will be lower than comparison schools designated in Charter.	Chronic absenteeism will be lower than comparison schools designated in Charter.

<p>3. <i>Required State Metric</i></p> <p>Middle school or HS dropout rates;</p>	<p>2015-16: 0%</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>
<p>4. <i>Required State Metric</i></p> <p>High School Graduation Rate</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>5. <i>Required State Metric</i></p> <p>Pupil Suspension Rates</p>	<p>2016-17: 1.6%</p> <p>Monroe MS: 11.1%</p> <p>Prairie Vista: .5%</p> <p>Animo Western: 13.5%</p>	<p>Maintain suspension rate that is the same or lower than schools students would otherwise attend.</p>	<p>Maintain suspension rate that is the same or lower than schools students would otherwise attend.</p>	<p>Maintain suspension rate that is the same or lower than schools students would otherwise attend.</p>
<p>6. <i>Required State Metric</i></p> <p>Pupil Expulsion Rates</p>	<p><1%</p>	<p>Maintain 2% or less</p>	<p>Maintain 2% or less</p>	<p>Maintain 2% or less</p>
<p>7. <i>Required Locally Determined metric:</i></p> <p>Efforts to seek parent input in making decisions</p>	<p>CaISCHLS survey data regarding parent input.</p>	<p>On CaISCHLS survey, more than 80% parents will agree or strongly agree that the school actively seeks input from parent community in decision-making.</p>	<p>Maintain 80% or more.</p>	<p>Maintain 80% or more.</p>
<p>8. <i>Required Locally Determined metric:</i></p> <p>How you promote parental participation in programs for UDP and students with exceptional needs.</p>	<p>All parents invited to participate in parent programs, curriculum-based celebrations, and workshops. Provide translation for all parent workshops and events.</p>	<p>All parents invited to participate in parent programs, curriculum-based celebrations, and workshops. Provide translation for all parent workshops and events.</p>	<p>All parents invited to participate in parent programs, curriculum-based celebrations, and workshops. Provide translation for all parent workshops and events.</p>	<p>All parents invited to participate in parent programs, curriculum-based celebrations, and workshops. Provide translation for all parent workshops and events.</p>

<p>9. Required Locally Determined metric: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p>	<p>CAL-SCHLS survey administered yearly. Data analyzed and reported every fall.</p> <p>Parent and student results from 2016-17 survey will be available by the end of June</p> <p>2016-17 100% of staff agree or strongly agree that ECMS-I is a supportive and inviting place to work</p> <p>100% of staff agree or strongly agree that ECMS-I is a safe place for students.</p> <p>In 2015-2016 80% of students felt that the school is safe.</p> <p>90% of parents felt that the school is a safe place.</p>	<p>80% or more stakeholders will continue to report that ECMS I is a supportive and safe place to learn and work as measured by CalSCHLS survey.</p>	<p>80% or more stakeholders will continue to report that ECMS I is a supportive and safe place to learn and work as measured by CalSCHLS survey.</p>	<p>80% or more stakeholders will continue to report that ECMS I is a supportive and safe place to learn and work as measured by CalSCHLS survey.</p>
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, 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

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 Unduplicated Pupils and provide opportunities for healthy risk taking.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$72,000	1. \$86,000 Overnight trips 2. \$15,000 Day trips 3. \$12,000 Field trip transportation	1. \$87,720 Overnight trips 2. \$15,300 Day trips 3. \$12,240 Field trip transportation
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5830	1. 5830 2. 5830 3. 5893	1. 5830 2. 5830 3. 5893

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)

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>Student services team will provide services for unduplicated pupils, including social emotional programming, academic counseling, restorative practices, and summer bridge to ensure a smooth transition into middle school. Team will monitor and respond to attendance concerns and ensure thorough implementation of attendance procedures.</p>		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	1. \$105,919 (certificated staff) 2. \$3,183 (Bilingual translation) 3. \$21,820(Benefits)	1. \$115,936 Certificated staff 2. \$3,328 Bilingual translation 3. \$22,627 Benefits	1. \$118,254 Certificated staff 2. \$3,395 Bilingual translation 3. \$23,079 Benefits
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1. 1100-1920 2. 2300 3. 3000-3900	1. 1100-1930 2. 2300 3. 3000-3900	1. 1100-1930 2. 2300 3. 3000-3900

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
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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)

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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		
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Adjust school calendar, avoiding days that have been shown to have low rates of attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0		
Source			
Budget Reference			

Action 4

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)

Specific Student Groups: African Americans

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Work with stakeholders to ensure enrollment of African American students reflects the surrounding community and constitutes a proportion similar to schools most ECMS-I students would otherwise attend.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost Allocated in Goal 1 (Administration and Office Staff)	Cost Allocated in Goal 1 (Administration and Office Staff)	Cost Allocated in Goal 1 (Administration and Office Staff)
Source	Base	Base	Base
Budget Reference	1000-2999	1000-2999	1000-2999

Action 5

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

Students to be Served:

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

Location(s):

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

All

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

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to

Location(s):

(Select from All Schools, Specific Schools, and/or Specific

Income)	Unduplicated Student Group(s))	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
	ECMSI will hire a Parent Coordinator in order to improve outreach to the surrounding community and ensure African American student enrollment reflects the surrounding community and constitutes a proportion similar to schools most ECMS-I students would otherwise attend.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$18,050	\$18,411
Source		Base	Base
Budget Reference		2300	2300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
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\$845,057	31.55%
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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).

Services ECMS-I will provide that are designed to serve unduplicated pupils include:

ECMS-I will provide additional supports to unduplicated students struggling in math and participate in an ECS-wide math initiative to help them reach proficiency in math.

ECMS-I staff will use educational and data management/visualization software to disaggregate data, help us understand performance gaps for our unduplicated pupils, drive instruction and evaluate efficacy of our programs and practices.

A specialty program, including Green Ambassadors classes, College Readiness, Games and Handwork, will help unduplicated students develop the skills needed to succeed in a college preparatory high school.

We will continue to implement and refine the ECS teacher Best Practices, teaching practices specifically designed to meet the needs of unduplicated students.

Teachers will work with unduplicated students during planning time in small groups and individually to remediate specific skills in ELA and Math.

Unduplicated pupils' learning experiences will be augmented by overnight and day field trips, designed to deepen their understanding of academic content, provide exposure to how academic skills and knowledge operate in the real world, and expose students to new and unfamiliar challenges.

Our student services team will provide support services for low-income students, English Learners, and foster youth including social emotional programming, academic counseling, restorative practices, and summer bridge.

Action Name	Goal.Action	Expenditure
Math Initiative	2.2	\$10,470
Data Tools	2.3	\$30,054
Specialty Classes	2.4	\$179,028
Best Practices	2.5	\$241,979
Math Supports	2.6	\$84,000
Remediation	2.7	\$164,012
Field Trips	3.1	\$113,000
Student Services Team	3.2	\$141,891