LCFF Budget Overview for Parents

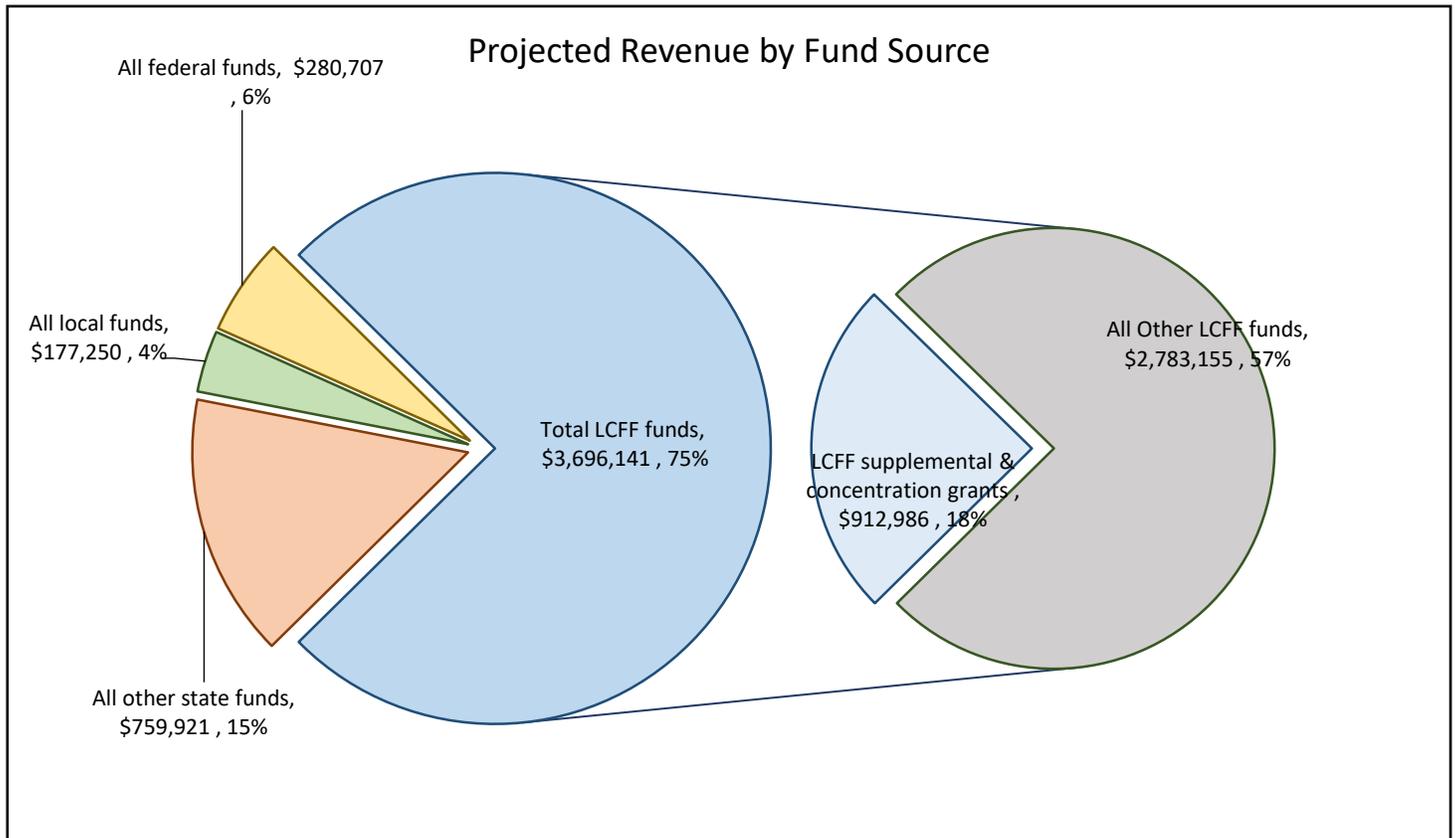Local Educational Agency (LEA) Name: Environmental Charter Middle - Inglewood

CDS Code: 19101990127498

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

LEA contact information: Beth Bernstein-Yamashiro - (310) 793-0157 - beth_bernstein@ecsonline.org.

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $280,707 , 6%

All local funds, $177,250 , 4%

Total LCFF funds, $3,696,141 , 75%

All other state funds, $759,921 , 15%

LCFF supplemental & concentration grants , $912,986 , 18%

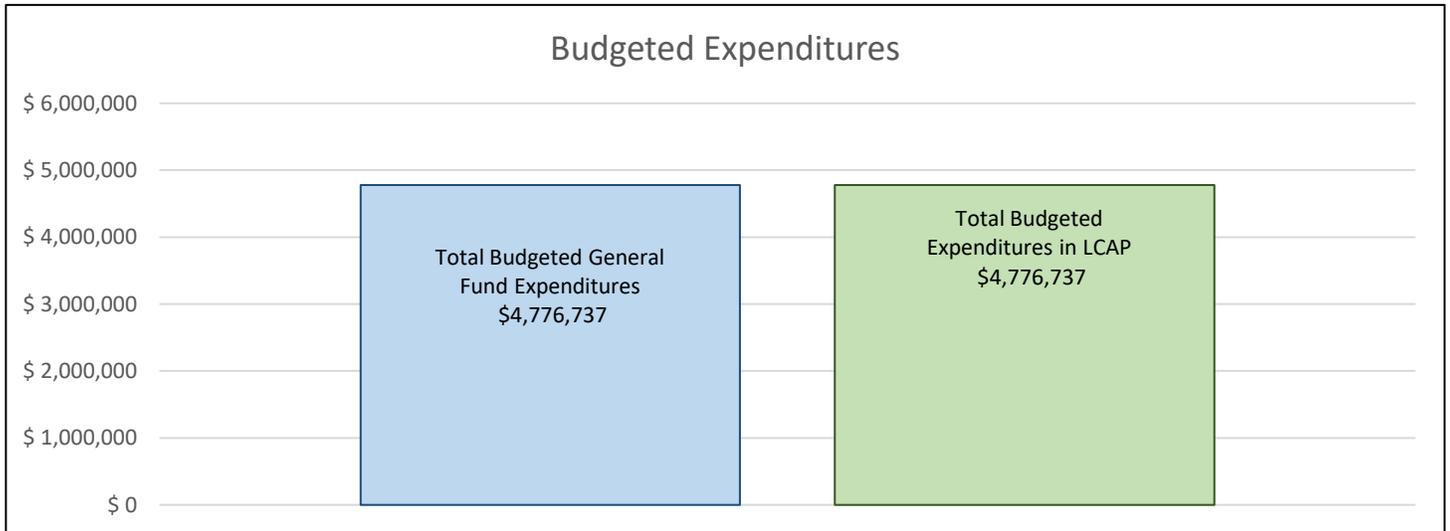All Other LCFF funds, $2,783,155 , 57%

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

The total revenue projected for Environmental Charter Middle - Inglewood is $4,914,019.00, of which $3,696,141.00 is Local Control Funding Formula (LCFF), $759,921.00 is other state funds, $177,250.00 is local funds, and $280,707.00 is federal funds. Of the $3,696,141.00 in LCFF Funds, $912,986.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures

Total Budgeted General Fund Expenditures $4,776,737	Total Budgeted Expenditures in LCAP $4,776,737

- $ 6,000,000
- $ 5,000,000
- $ 4,000,000
- $ 3,000,000
- $ 2,000,000
- $ 1,000,000
- $ 0

This chart provides a quick summary of how much Environmental Charter Middle - Inglewood plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.
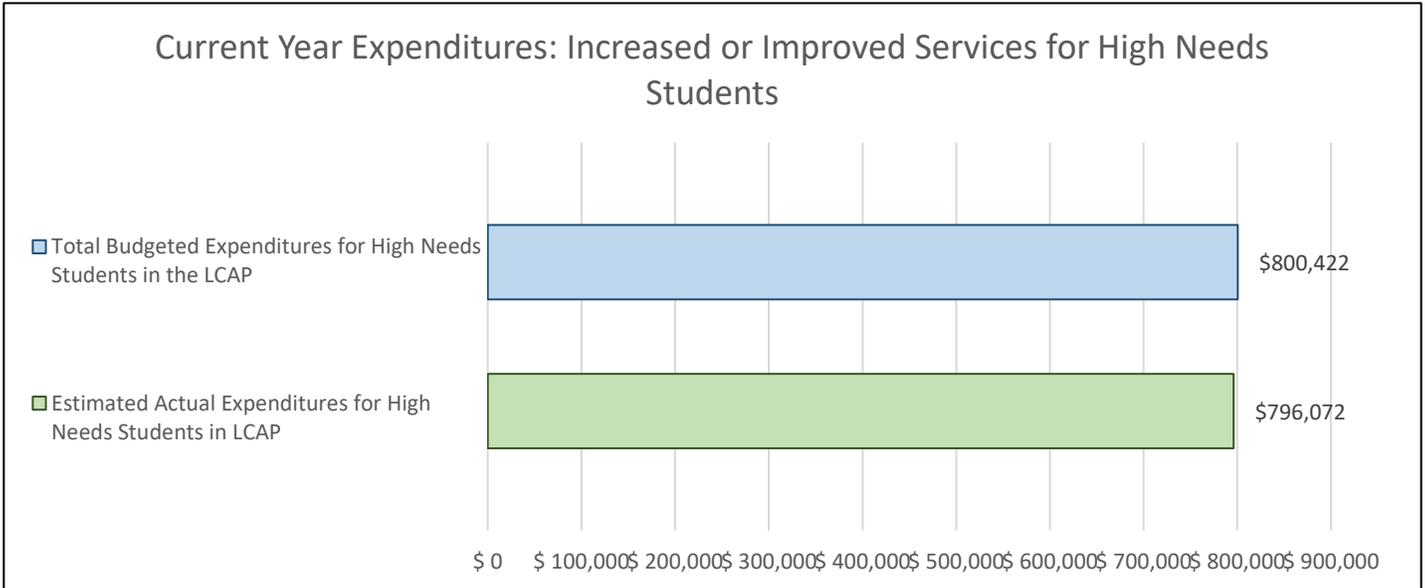
Environmental Charter Middle - Inglewood plans to spend $4,776,737.00 for the 2019-20 school year. Of that amount, $4,776,737.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-20, Environmental Charter Middle - Inglewood is projecting it will receive $912,986.00 based on the enrollment of foster youth, English learner, and low-income students. Environmental Charter Middle - Inglewood must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Environmental Charter Middle - Inglewood plans to spend $1,138,436.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

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

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

In 2018-19, Environmental Charter Middle - Inglewood's LCAP budgeted $800,422.00 for planned actions to increase or improve services for high needs students. Environmental Charter Middle - Inglewood estimates that it will actually spend $796,072.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $4,350.00 had the following impact on Environmental Charter Middle - Inglewood's ability to increase or improve services for high needs students:

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Environmental Charter Middle School - Inglewood	Beth Bernstein-Yamashiro, Ed.D. Principal	Beth_bernstein@ecsonline.org, 310-793-0157

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them. (2018-2019 information here)

The mission of Environmental Charter Schools is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. 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 16% in ELA and 15% in math between the 14-15 and 17-18 administrations of CAASPP testing. These successes are even more meaningful in light of the fact that students served by ECMS-I reside in communities challenged with underperforming schools, high poverty, low parent college attendance. A diverse student body -- 12% African American, 86% Latino, and 2% other--87% of whom qualify

for free or reduced lunch, 37% of which are English-language learners, 11% are students with disabilities and only 12% 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 community-building curricula 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. Sixty-six percent of our students reside in the city of Inglewood, and thirty-four percent 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 3 LCAP includes specific responses to data analyses that were conducted throughout the year. Reviewing data, soliciting stakeholder feedback, and evaluating our program has had a critical impact on the upcoming LCAP's formulation. Discrepancies between math and ELA scores on CAASPP and discussions with both teachers and parents led to adding a full-time math coach for all math teachers. 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. 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. Our school will be working toward full schoolwide implementation of the Reading Apprenticeship (RA). This program is designed for implementation in all core subjects. We have been using RA in our ELA/History classes since 2015-2016, and are now planning to spread this successful effort across the entire school. As a result of ongoing data analysis, we will continue our efforts in math achievement in order to meet the needs of our unduplicated students. In the coming year, based on analysis of data revealing that some of our unduplicated students struggle with math and science due to the heavy literacy demands of math expectations, we will be turning our attention to training all teachers in practices designed to enhance students' literacy in all content areas. Our full-time math instructional coach will also be trained in RA strategies so that she can mentor math teachers in literacy. We continue to work to improve academic outcomes for our African American subgroup, of which many are SED. Finally, we continue to offer services for English Learners, SED, and Foster Youth, who are monitored and served by our Student Support Team with both push-in services, and specific additional interventions designed for extra support.

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

Review of Performance

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

Greatest Progress

1. <u>ELA progress</u>: 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 out of the classroom instructional leader/coach. Under her direction, teachers have implemented exciting activities that have caused students to become truly engaged with and appreciative of literature. This year, the department developed a common language for student writing so that students will be using similar academic vocabulary from year to year. In collaboration with our Gardena sister school, the department continued to deepen their use of Reaching Apprenticeship approaches. They worked together to look at the differences between content goals and metacognitive goals and how these two types of goals can support each other.

Overall, since 2015, our ELA scores have gone from 38% proficient overall to 54% overall, a gain of 16 percentage points in three years. It is important to note that during this same time period, the state average stayed constant and below the ECMS Inglewood 2018 proficiency rate.

Finally, this year, we were recognized by the USC School of Public Policy/Innovate Public Schools for being a "gap closing school" for Latinos in English Language Arts. In addition, our own internal research places us above all LA County 6-8 middle schools for growth across time in ELA.

When we look at the table of Distance from 3 values below, we can see that our cohorts improve while they are at our 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.

Baseline Data

% Proficient/ Advanced	Student Group	14-15	15-16	16-17	17-18
	Overall	38%	46%	49%	54%
	6th	24%	46%	34%	46%
	7th	29%	47%	67%	51%
	8th	58%	45%	59%	74%
	SWD	6%	14%	21%	27%
	EL	13%	20%	17%	30%
	SED	38%	47%	50%	55%
	Hispanic or Latino	39%	47%	52%	55%
	Black or African American	26%	33%	28%	40%
	Asian	75%	100%		
	White	0%			
Average Distance from Proficiency	Overall	-27.0	-9.6	-11.5	-1.3
	6th	-65.1	-11.6	-32.3	-14.7
	7th	-35.8	-14.5	17.2	-6.0
	8th	17.3	-2.2	-1.1	33.5
	SWD	-130.1	-87.0	-99.2	-70.0
	EL	-80.3	-57.4	-68.3	-47.0
	SED	-28.1	-6.8	-10.9	0.6
	Hispanic or Latino	-17.0	-4.2	-5.5	0.6
	Black or African American	-68.3	-46.8	-50.3	-21.7
	Asian	-17.5	82.5		
	White	-133.0			

Select School
○ ------
○ ECHS
○ ECMSG
⦿ ECMSI

Select Subject
⦿ ELA
○ Math

Numbers in blue represent student groups of 10 or fewer.

2. Math Progress: As the data below reveals, we have been making steady progress on CAASPP math results over the past several years. Our most recent cohort to graduate more than doubled in proficiency and distance from three since their 6th grade year. Our subgroups have all shown steady growth over the years from year to year as well as within each cohort.
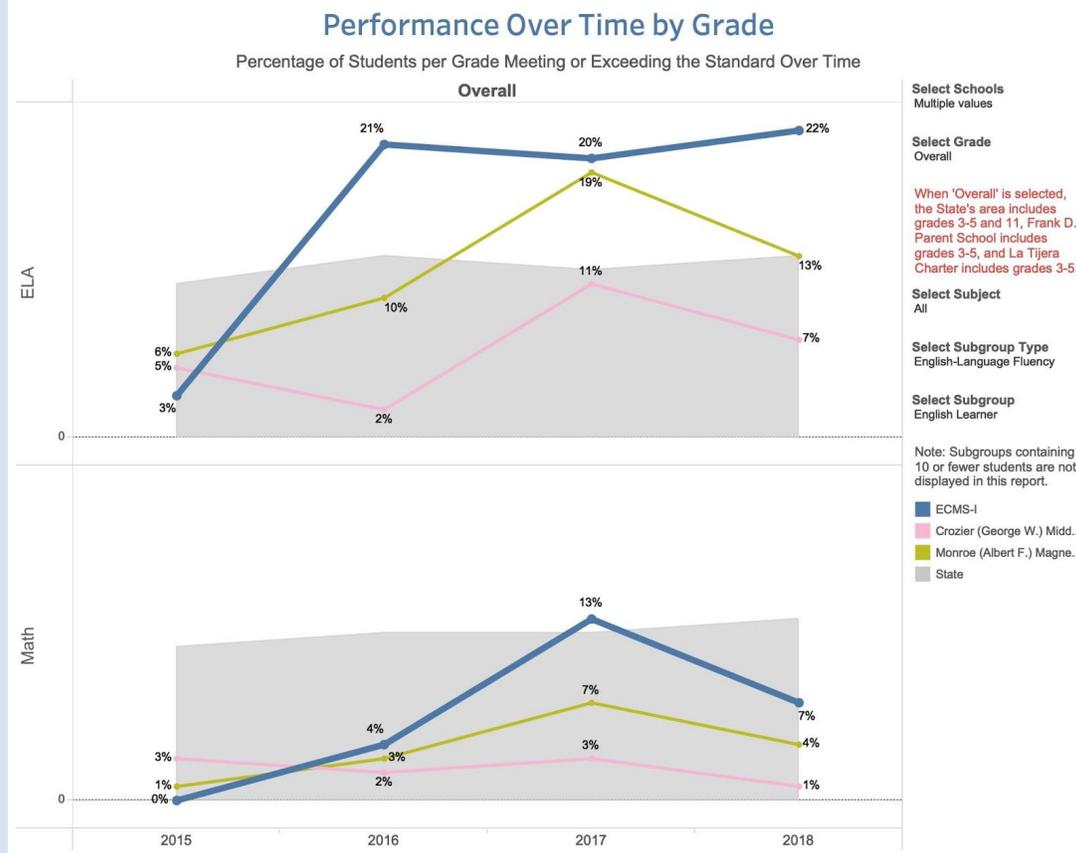
Baseline Data

Select School: ○ ----- ○ ECHS ○ ECMSG ● ECMSI

Select Subject: ○ ELA ● Math

% Proficient/ Advanced	Student Group	14-15	15-16	16-17	17-18
	Overall	20%	24%	27%	34%
	6th	13%	29%	21%	26%
	7th	25%	22%	34%	28%
	8th	23%	21%	32%	61%
	SWD	6%	11%	12%	15%
	EL	8%	4%	10%	13%
	SED	20%	25%	28%	34%
	Hispanic or Latino	23%	26%	29%	36%
	Black or African American	6%	4%	16%	20%
	Asian	50%	100%		
	White	0%			
Average Distance from Proficiency	Overall	-80.5	-63.3	-67.6	-39.2
	6th	-93.3	-50.6	-86.4	-49.5
	7th	-64.9	-68.3	-33.0	-59.6
	8th	-82.3	-70.4	-66.5	18.4
	SWD	-188.5	-150.6	-148.5	-119.6
	EL	-124.5	-105.5	-116.0	-83.3
	SED	-80.9	-59.9	-67.4	-38.8
	Hispanic or Latino	-70.0	-53.4	-60.8	-36.9
	Black or African American	-130.7	-129.3	-112.1	-64.3
	Asian	-5.8	83.0		
	White	-148.0			

3. <u>English Learner progress</u>: English Learners significantly improved their average "Distance from 3", raising it by 33.3 points between the 2015 and 2018 CAASPP administrations. In our class or 2018, 52% of ELs were RFEP'd while attending the school. In our current 8th grade, 47% of ELs have been RFEP'd as of May 2019, and the rest are contingent on 2019 ELPAC results. As the graph below demonstrates, our English Learners outperformed local comparison schools, as well as state averages in both ELA and math.

Performance Over Time by Grade

Percentage of Students per Grade Meeting or Exceeding the Standard Over Time

Overall

ELA

21% 20% 22%
19%
11% 13%
6% 10% 7%
5%
3%
2%

0

Math

13%
7% 7%
4% 3% 4%
3% 3%
1% 2% 1%
0%

0

2015   2016   2017   2018

Select Schools
Multiple values

Select Grade
Overall

When 'Overall' is selected, the State's area includes grades 3-5 and 11, Frank D. Parent School includes grades 3-5, and La Tijera Charter includes grades 3-5.

Select Subject
All

Select Subgroup Type
English-Language Fluency

Select Subgroup
English Learner

Note: Subgroups containing 10 or fewer students are not displayed in this report.

- ECMS-I
- Crozier (George W.) Midd..
- Monroe (Albert F.) Magne..
- State

This year (2018-2019), our ELs constitute 35% (127) or our 359 students. 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.

4. 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, attending to equity and 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 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 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.

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

There are <u>no current dashboard state indicators</u> or local performance indicators 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.

We continue to focus on several key aspects of student achievement in order to facilitate student success for all subgroups in all subject areas. This year, we worked in professional development to train teachers to use SDAIE strategies across the curriculum so that all English Learners would access core content. Integrated ELD was the focus and trainings centered on academic vocabulary and comprehensible input. Next year, we will be implementing Reading Apprenticeship across all content areas so that teachers will be able to address literacy and enable all student to access core content more readily.

This year, we adopted a new math curriculum, Open Up, which was piloted in one grade level in 2017-2018.

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. While our students do not have state indicators placing them more than two performance levels below all students, we continue to work to see our students close achievement gaps with students throughout the state who are proficient and advanced.

2. Math-specific supports for unduplicated students:

We will continue to offer our math teachers support in curriculum, instruction, planning, and assessment design with a full-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 2019-2020 we will continue to have a full time math coach who will also serve as the intervention coordinator for math interventions. The math coach will also be trained in critical literacy strategies through Reading Apprenticeship and will help math teachers work on students being able to access math vocabulary and math concepts for which a grasp of language is vital. All math teachers will be trained in Reading Apprenticeship, but the coach will work with teachers to properly implement the approach. This will help our unduplicated students with conceptual math, and especially will assist English Learners in understanding the key academic vocabulary that surrounds word problems and math concepts.

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

As a result of achievement gaps among this subgroup, we will continue to support low-SES African American students in the upcoming year. In 2018-2019, we saw tremendous parent participation and tremendous academic growth among unduplicated African American students. Providing specific supports for students and their parents has enabled parents to support students academically at home. Each year, a teacher and our parent liaison coordinate supports for this group, convene parent groups, and monitors progress.

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

English Learners:

Core teachers (Math/Science and English/History) will continue to implement ELD standards and strategies in their classrooms in addition to implementing Reading Apprenticeship approaches, which help students with metacognition and academic vocabulary. To become proficient teachers of English Learners, a full-time ELD coordinator provides 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 and additional training in literacy. Teachers will implement ELD standards in their classrooms as a result of continued professional development from our ELD coordinator and our Math Coach.

Low-income students: With additional planning time, teachers monitor and respond to low-income students' progress; they 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 African American services 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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$4,776,737
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$4,776,737

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	$3,696,141

Annual Update

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Fewer than 3 teachers will be misassigned	**Met.** 0 teachers were 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 and 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.	**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. Robust ELD program supports EL students in accessing CCSS and ELD standards.	**Met.** All teachers regularly assess ELD standards. **Met.** 100% of teachers are using ELD standards, PD regarding 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 charter petition.	**Met.** 100% of students have access to ECMS-I's educational program.

Actions / Services

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. In 2018-19 we had four new certificated employees, because we increased our enrollment. We also moved a certificated teacher out of the classroom to serve as a full time instructional coach.	Est.Cost: $1,046,788 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 1000-1999	Cost: $1,061,870 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. To meet the needs of 60 additional students we added a .5 campus aide. To provide additional support to ELs and SWDs, we increased the number of hours worked by paraeducators. Our special education program required an additional full time paraeducator.	Est.Cost: $251,373 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 2000-2999	Cost: $326,849 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 contracted with a consultant to hold focus groups available to all employees where information was gathered on employee satisfaction with their benefits. We also surveyed employees and analyzed benefit packages provided by other districts and charters. Ultimately, ECS changed insurance carriers to lower costs by bundling medical, dental and vision insurance. We also increased the employer contribution toward insurance costs for employees with dependents.	Est.Cost: $459,719 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 3000-3999	Cost: $599,014 Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants Acct. Code: 3000-3999

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational program.	School purchased books, materials and supplies to ensure smooth operations and effective implementation of educational program. Additional novels were purchased to support literacy circles and science lab supplies were purchased. Furniture was purchased to equip classrooms for our 60 additional students and to expand seating for lunch	Est.Cost: $214,265

Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants

Acct. Code: 4000-4999 | Cost: $225,715

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 encompassed budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	Est.Cost: $1,213,821

Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants

Acct. Code: 5000-5999 | Cost: $1,191,819

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
None for School Year 2018-2019	As a result of increased enrollment, the school made some changes to administrative spaces, constructing additional interior walls in order to provide more office space and more space for service providers to work in small groups and one on one with students with disabilities. Energy efficiency improvements, such as weather stripping and solar, were made as part of Prop 39.	Est: Cost: $0	Cost: $270,369

Funding Source(s): Base, Federal Revenue, Other State Revenues, Local Revenues, Fundraising and Grants

Acct. Code: 6000 |

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 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.	In 2018-2019, ECS discontinued the positions of Facilities & Sustainability Manager and HR Consultant. ECS replaced the position of Director of Finance & Operations with a Chief Operating Officer and replaced the position of Talent Director with a Senior Manager of Recruitment & Talent. These changes resulted in lower administrative costs.	Est.Cost: $259,725 Funding Source(s): Base Acct. Code: 2000-2999	Cost: $165,446 Funding Source(s): Base Acct. Code: 2000-2999

Analysis

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 2018-2019 school year. All classrooms were outfitted with computer carts, internet access, and support if technology challenges arose. All classrooms were provided requisite instructional materials for the implementation of common core state standards. Teachers are credentialed, and teachers requiring induction support have received it through our 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 but one of our expected annual measurable outcomes, and we continue to ensure that our operations and facilities are mission-aligned, meet the needs of the educational program, and facilitate achievement of student learning outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.1 Certificated staffing was as planned; variances are due to difference between projected and actual salaries for new hires and costs due to medical leaves.

Action 1.2 ECMS-I spent more on classified employees than was budgeted. Most of that additional resource was allocated to para-educators to support students with disabilities and English learners. A full time paraeducator was added and all paraeducators worked more hours than initially budgeted. This resulted in approximately $64,000 of additional spending. We also anticipate spending about $11,000 more on office staff in 2018-19.

Action 1.3 The Budgeted expenditure for 2018-19 was incorrect in the 17-20 Year Two Goals, Actions & Service section. This amount is the expenditure from 2017-18. Since ECMS-I increased enrollment, spending in the 3000 series (Employee Benefits) was anticipated

to increase. We also increased benefits for full time employees with families. The planned expenditure was $598,566. This results in a estimated variance of under $1,000

Action 1.4 Action will be slightly revised in 2019-20 to clarify that it includes the school lunch program.

Action 1.6 The Budgeted expenditure for 2018-19 was incorrect in the 17-20 Year Two Goals, Actions & Service section. As shown in the approved budget for 2018-19, the budgeted expenditure was $270,369. No variance in actual expenditures is expected. As a result of increased enrollment, the school made some changes to administrative spaces, constructing additional interior walls in order to provide more office space and more space for service providers to work in small groups and one on one with students with disabilities. Energy efficiency improvements, such as weather stripping and solar, were made as part of Prop 39. ECMS anticipates making approximately $200,000 in reimbursements to Menlo Charter Properties for monies spent building the new ECMS-I buildings.
(6000)

Action 1.7 was lower than budgeted. In 2018-2019, ECS discontinued the positions of Facilities & Sustainability Manager and HR Consultant. ECS replaced the position of Director of Finance & Operations with a Chief Operating Officer and replaced the position of Talent Director with a Senior Manager of Recruitment & Talent. These changes resulted in lower administrative costs. Additionally, we budgeted money for our Home Office Director of Finance & Operations/COO as a classified position and the individual hired was certificated, moving that expenditure to the certificated salaries (1000).

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 a result of stakeholder input, we will be remodeling student bathrooms that are sorely in need of upgrades. This will result in a 100k variance in our original budget. The facilities will be upgraded during the 2019-2020 season.

Goal 2

Improve outcomes for all students by improving instruction and programs.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual

Expected	Actual
	Nearly Met. In both ELA and Math, ECMSI has shown steady, strong improvement. The classes of 2018 and 2019 exceeded their growth goals in both subjects, as did ELs, SWDs, SEDs, and African American students. Hispanic/Latino students also showed strong growth in both subjects, but their growth in ELA (+6.1) fell just shy of the 7 point target.

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.

African Americans, in particular, grew at a greater rate than the schoolwide average, and exceeded the growth rate for African Americans statewide and the state as a whole.

ELA

Distance from Proficiency per Cohort

	2017	2018	2019
Class of 2019	-32.3	-6 (+26.3)	Pending
Class of 2018	17.2	33.5 (+16.3)	Pending

Distance from Proficiency per Subgroup

	2017	2018	2019
Overall	-11.5	-1.3 (+10.2)	Pending
EL	-68.3	-47 (+21.3)	Pending

SWD	-99.2	-70 (+29.2)	Pending
SED	-10.9	.6 (+11.5)	Pending
Hispanic or Latino	-5.5	.6 (+6.1)	Pending
Black or African American	-50.3	-21.7 (+28.6)	Pending

Math
Distance from Proficiency per Cohort

	2017	2018	2019
Class of 2019	-86.4	-59.6 . (+26.8)	Pending
Class of 2018	-33	18.4 (+51.4)	Pending

Distance from Proficiency per Subgroup

	2017	2018	2019
Overall	-67.6	-39.2 (+28.4)	Pending
EL	-116	-83.3 (+32.7)	Pending
SWD	-148.5	-119.6 (+28.9)	Pending
SED	-67.4	-38.8 (+28.6)	Pending
Hispanic or Latino	-60.8	-36.9 (+23.9)	Pending
Black or African American	-112.1	-64.3 (+47.8)	Pending

Required State Metric EL reclassification rate	Class of 2019: 45.3% (24 of 53 ELs)

This metric, beginning in 2018-2019, will be subsumed within the ELPI metric, cited below.	Class of 2020: 39.4% (37 of 94 ELs) Class of 2021: 18.1% (15 of 83 ELs) 18-19 rate: 23% (27 out of 117 ELs at start of year)
The percentage of students either: Reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Reports English Learner Progress Indicator, or 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% Baseline year	The Fall 2018 CA School Dashboard does not provide an ELPI status because 2018 is the first year for which ELPAC results are available. However, the dashboard does state that 28.2% of ELs at ECMSI achieved the level 4 proficiency level (Well Developed), and a further 42.4% achieved the level 3 proficiency level (Moderately Developed). As of this writing, our reclassification rates are as follows: 表1
Required State Metric The Academic Performance Index n/a	n/a
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	**Not Met** Average Critical Thinking score by cohort: 表2
Maintain 100% of SWD students meeting or partially meeting IEP goals	**Met.** 100% of students met or partially met their IEP goals.

表1 (reclassification rates):

	18-19	Cohort
Class of 2019	30% (12/40)	46% (25/53)
Class of 2020	29% (23/79)	40% (38/94)
Class of 2021	18% (15/83)	18% (15/83)

表2 (Average Critical Thinking score):

	17-18	**18-19**
Class of 2019	3.33	2.77
Class of 2020	2.78	2.23
Class of 2021 (baseline)		2.86

Actions / Services

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)	The increase in actual expenditures for Home Office certificated staff was the result of personnel change. The position of Director of Finance & Operations/COO (previously a classified employee) was filled with a certificated employee.	Est.Cost: $50,243 Funding Source(s): Base Acct. Code: 1311	Cost: $69,410 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: $10,470 Funding Source(s): Base Acct. Code: 5863	Cost: $12,294 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	School site used a range of software to help us understand how subgroups were performing. Each fall we use NWEA MAP Reading, Math & Language tests to help us understand skills levels of new students and amount of summer learning loss for returning students. NWEA MAP data can be disaggregated by student group and teacher. Teachers use this data to group students and to target instruction. Teachboost is a database that supports our Teacher Development system, housing resources pertaining to our Teaching Best Practices and teacher performance feedback data, allowing us to target professional development, evaluated impact of professional development on teacher practice and look for correlations between teacher performance and student group outcomes.	Est.Cost: 1. CMO Support & Data Manager (see Goal 2 Action 1 & Goal 1 Action 7) 2. $7,065 (Schoolzilla/ Teachboost) 3. $5,587 (NWEA MAP) 4. $17,402 (Illustrative Math + Freckle) Funding Source(s): 1. Base 2. Supp/Conc 3. Supp/Conc	Total cost: $28,352 1. CMO Support & Data Manager (see Goal 2 Action 1 & Goal 1 Action 7) 2. $7,115 (Schoolzilla/ Teachboost) 3. $5,535 (NWEA MAP) 4. $15,702 (Illustrative Math + Freckle) Funding Source(s): 1. Base 2. Supp/Conc 3. Supp/Conc

| | Schoolzilla is a data visualization platform that utilizes data from PowerSchool, CAASPP, IABs and NWEA to answer questions about student group outcomes. | Acct. Code:
1. Previously allocated Goal 2 Action 1 & Goal 1 Action 7
2. 4320
3. 5878 | Acct. Code:
1. Previously allocated Goal 2 Action 1 & Goal 1 Action 7
2. 4320
3. 5878 |

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: $179,028 1. $166,528 Specialty teachers 2. $6,500 Environmental/Botany Consultant 3. $3,000 Games Supplies 4. $3,000 Handwork Supplies Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 5854 3. 4335	Total cost: $192,475 1. $179,975 Specialty teachers 2. $6,500 Environmental/Botany Consultant 3. $3,000 Games Supplies 4. $3,000 Handwork 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.	To improve our teacher development system, administrators and coaches participated in training on student-centered coaching. Student-centered coaching focuses the teacher and instructional coach on goals for student learning, including outcomes for students who are low income or English learners. To implement Student Centered Coaching as recommended by its creator, Diane Sweeney, we had to slightly alter roles, and increase the amount of time administrators had for classroom observation and providing SSC support to instructional coaches. Induction was provided in collaboration with Antioch University, allowing induction to be tailored to the ECS Teaching Best Practices, which are designed to serve unduplicated pupils.	Est.Cost: $241,979 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 Funding Source(s): Supp/Conc Acct. Code:	Total Cost: $245,651 1. $129,775 Site administrators, teacher leaders/coaches, CMO certificated support 2. $3,000 Stipends for teacher coaches 3. $72,434 Instructional Coach 4. $40,442 benefits Funding Source(s): Supp/Conc Acct. Code:

| | | 1. 1100 & 1300
2. 1100
3. 3000-3999 | 1. 1100 & 1300
2. 1100
3. 3000-3999 |

To align with the Universal Design for Learning (UDL) framework, quarterly professional development specific to co-teaching practices was provided to teachers to support the implementation of the inclusion model. Teachers used planning time to co-develop lesson plans that embedded co-teaching practices and differentiated instruction.

Action 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 participate in an ECS-wide math initiative to help low SES and ELs reach proficiency in math.	Est.Cost: $84,000 1. $70,000 Math intervention teacher and math coach 2. $14,000 Benefits Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 4320 3. 3000-3900	Total Cost: $75,517 1. $62,931 Math intervention teacher and math coach 2. $12,586 Benefits Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 4320 3. 3000-3900

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core, Special Education, and ELD teachers work with struggling students in small groups and individually on specific skill areas to remediate in ELA/Math	Core, Special Education, and ELD teachers worked with struggling students in small groups and individually on specific skill areas to remediate in ELA/Math	Est. Cost: $164,012 1. $82,553 Core Teacher Remediation Time 2. $39,783 ELD Coordinators 3. $41,676 SWD Coordinators Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 1100 3. 1148	Total Cost: $163,514 1. $82,631 Core Teacher Remediation Time 2. $34,717 ELD Coordinators 3. $45,167 SWD Coordinators Funding Source(s): Supp/Conc Acct. Code: 1. 1100 2. 1100 3. 1148

Analysis

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

Individualized instructional coaching and professional development in core content areas were provided to all teachers in the areas of standards implementation, content depth, pedagogical strategies, lesson and unit planning, assessment, data analysis, differentiation, Special Education responsibilities, ELD strategies and standards implementation. In particular, ELA teachers received multi-day professional development in Reading Apprenticeship, while math teachers were trained during summer professional development and throughout the year by trainers from the newly adopted Open Up Resources (formerly Illustrative Math). 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 organization's curriculum director. Assistance was provided to teachers for students with special needs by paraeducators. Students continued to participate in outdoor education and in-school environmental curricula through their Green Ambassadors elective. Maintaining 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. In addition, instructional coaches adopted Student Centered Coaching, a method of instructional coaching heavily reliant on observing student data and student learning. Coaches worked with teachers weekly outside of classes, and spent time in classrooms observing student learning. Coaches were trained during Instructional Coaching Training monthly and relied on Diane Sweeney's Student Centered Coaching: The Moves.

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 2.1 The increase in estimated actual expenditures for Home Office certificated staff was the result of personnel change. The position of Director of Finance & Operations/COO (previously a classified employee) was filled with a certificated employee.

Action 2.2 expenditure was higher than budgeted as Reading Apprenticeship professional development was held on an ECS site, which increased the cost by $3,000. We also spent slightly more on UCLA Math Project than planned.

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 part of an ongoing effort to make our LCAP pithier and easier for stakeholders to read and digest, we will be combining two similar actions (Action 2.6--Math Supports and Action 2.7--Academic Supports) into one action: Action 2.6 --Academic Supports. We will also be adding a Special Education related action (Action 2.8) to help our stakeholders understand the resources allocated to that program. Analysis of our student outcome data and feedback from stakeholders has led our organization to create a Literacy Initiative (Action 2.7) for next year. This new action will be in our Goals, Actions & Services section under Goal 2.

As our school opened after the sunsetting 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 school year 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.** 96.7% as of April 11, 2019.
Chronic absenteeism will be lower than comparison schools designated in charter.	**Met.** As of April 11, 2019, ECMSI's chronic absenteeism rate for 18-19 was 4.88%, which is lower than our rate in 17-18 (4.9%), and dramatically lower than our rate in 16-17 (8.4%). It is also significantly lower than that the 17-18 rates of our comparison schools Monroe Middle (14%), Prairie Vista Middle (12%), and Animo Western (7.8%).
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%	**Not Met.** As of April 11, 2019, ECMSI's 18-19 suspension rate is 3%. This is lower than the 17-18 rates of our comparison school Monroe Middle (4.7%), far lower than that of Animo Western (16.6%), but slightly higher than that of Prairie Vista Middle (1.3%).
Pupil expulsion rate will be 2% or less	**Met.** There have been no expulsions from ECMSI in 18-19.
On CalSCHLS survey, more than 80% parents will agree or strongly agree that the school actively seeks input from parent community in decision-making.	**Met.** 93% of parents agreed or strongly agreed that ECMSI actively seeks the input of parents before making important decisions (2017-18 data. 2018-19 data not available yet)

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.
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.	Staff Survey Data (2018-19 Data) Met. 95% of staff agree or strongly agree that ECMS-I is a supportive and inviting place to work an increase of 2% from 2017-18 (A4.10) Met. 100% of staff agree or strongly agree that ECMS-I is a safe place for students, (A4.22) and 98% agree or strongly agree that ECMS-I is a safe place for staff (A4.23) Student & Family Survey Data ((2017-18 data. 2018-19 data not available yet) Not met. 72% of students agreed or strongly agreed that the school is safe. Another 20% stated that they feel neither safe nor unsafe. Not met. 74% agreed or strongly agreed that they felt connected to ECMS-I Met. In 17-18, 95% of parents agreed or strongly agreed that ECMS-I is a safe place for their child (A7.3).

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Overnight field trips and day field trips will enrich the learning of low-income students and provided opportunities for healthy risk taking.	All grades participated in overnight and day field trips, including overnight trips to the Ocean Institute for 7th grade, to El Capitan State Beach with Naturalists at Large for 8th grade, and to Skyland Ranch (6th grade). Day time trips included a trip to the CA Science Center. Wildfires impacted on a planned trip with our recurring partner, NatureBridge, forcing them to cancel. We were able to find other locations, but this resulted in higher transportation costs and higher projected camping vendor costs. Therefore, we reduced the scope of our overnight trip to Ocean Institute and scaled back on day field trips, resulting in lower overall expenses.	Est.Cost: $113,000 1. $86,000 Overnight trips 2. $15,000 Day trips 3. $12,000 Field trip transportation Funding Source(s): Supp/Conc Acct. Code: 5830	Total Cost: $90,060 1. $55,060 Overnight trips 2. $15,000 Day trips 3. $20,000 Field trip transportation Funding Source(s): Supp/Conc Acct. Code: 5830

Action 2

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

		Est.Cost: $141,891
		1. $115,936 Certificated staff
		2. $3,328 Bilingual translation
		3. $22,627 Benefits
		
		Funding Source(s): Supp/Conc
		
		Acct. Code:
		  1. 1100-1920
		  2. 2300
		  3. 3000-3900
			Total Cost: $136,230
			1. $90,190 Certificated staff
			2. $5,640 Bilingual translation
			3. $23,235 Benefits
			
			Funding Source(s): Supp/Conc
			
			Acct. Code:
			  1. 1100-1920
			  2. 2300
			  3. 3000-3900

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.	Student services team provided services for unduplicated pupils, including social emotional programing, academic counseling, restorative practices, and summer bridge to ensure a smooth transition into middle school. Team monitored and responded to attendance concerns and ensured thorough implementation of attendance procedures.		

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 have 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

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	ECMSI hired 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.	Est.Cost: $18,050 Funding Source(s): Base Acct. Code: 2300	Cost:$13,538 Funding Source(s): Base Acct. Code: 2300

Analysis

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. As a result of our analysis that a robust student services team improves school culture, climate, attendance, discipline, and academic success, we are adding a position, Dean of Student Culture, for the 2019-2020 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1 was lower than anticipated. Wildfires impacted a planned trip with our recurring partner, NatureBridge, forcing them to cancel. We were able to find other vendors, but concerns about cost overruns due to higher cost from new vendors and more distant locations increasing projected transportation costs led to use reducing the scope of our overnight trip to Ocean Institute and scaling back on day field trips, resulting in an estimation of lower field trip expenses.

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.

We have made some adjustments to our actions for this goal. Since our parent coordinator (Action 3.5) has been hired we have removed the separate action for her hire and added this expenditure to Action 3.4, which also addressed increasing African American Enrollment. Action 3.3 was a one year action and will not continue into year 3 of our LCAP.

Action 3, which pertained to changes in the academic calendar was completed and will not appear in year 3 of Goals, Actions and Services.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Throughout 2018-2019, 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 2018-2019, 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 and ELAC: 10/18/18, 11/8/18, 12/13/18, 2/14/19, 3/14/19, 5/8/19 In these meetings, parents advise staff on decisions as needed, discuss programs, and vote on key aspects of LCAP and SPSA. On May 8th, 2019, the Site Council unanimously approved the ECMS Inglewood LCAP.

3. 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 are reported and analyzed. Plans to adjust instruction and assessments, as well as conversations about policy changes take place regularly. This year, our May 6, 2019, 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. <u>ILT meetings</u>: Our Instructional Leadership Team (ILT) worked this year to analyze several data sets before approving next year's LCAP plans. This year, we worked on ELD strategies, and the plan to deepen our approach to literacy will continue to respond to the data regarding literacy across the disciplines.

3. <u>CHKS survey</u>: Each year, staff/faculty, students, and parents have an opportunity to respond to an extensive survey regarding the school. These results generate important discussions about our instructional practices. These surveys help us determine our responses to issues both academic and cultural and help us to drive our professional development efforts.

3. <u>Principal's Advisory Committee</u>: 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 solutions.

4. <u>Instructional Leadership Team (ILT) meetings</u>: In regular weekly leadership team meetings, instructional decisions regarding LCAP implementation, changes to program, and professional development needs are discussed.

5. <u>Equity committee</u>: Our school has an equity and diversity 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. This year, we focused on math achievement for African American students and worked with parents on supporting their children at home. Workshops helped parents to understand math resources and allowed parents and students to connect around math achievement goals.

The ECS Board approved the ECMS-I 2017-2020 year 2 LCAP on 6/3/2019.

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 led us to understand that we needed a Dean of Student Culture. 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.

Our Instructional Leadership Team (ILT) responded to the proposed LCAP plan and suggested ways in which the plan for concentrating on literacy across content areas would be most effectively implemented.

Our Site Council helped us to shape our responses to student culture and discipline, and provided critical feedback on campus operations from the parent perspective.

Our ELD coordinator and ELD team were instrumental in redefining the goals for EL students going forward and discussing how the literacy initiative would integrate with the work we have pursued throughout 2018-19 on integrated ELD.

Students gave us feedback about the condition of our restrooms and about our outdoor education programs. This feedback caused us to make plans to upgrade our student restrooms during the summer of 2019 and to create a new partnership for outdoor education trips.

After consulting with teachers, the ILT team, and Site Council, we have made a commitment to implementing the Reading Apprenticeship approach more deeply with all of our content area teachers.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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. Required State Metric: 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. Required Locally Determined metric: Pupils have sufficient access to	100% of students have access to standards-aligned instruction materials as	100% of students have access to standards-aligned	100% of students have access to standards-aligned	100% of students have access to standards-aligned instruction materials as reported in yearly SARC.

standards-aligned instructional materials	reported in 2015-2016 SARC.	instruction materials as reported in yearly SARC.	instruction materials as reported in yearly SARC.	
3. Required Locally Determined metric: School facilities are maintained in good repair	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.	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.	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.	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.
4. Locally designed metrics for: Implementation of state board adopted academic content and performance standards for all students (CCSS, ELD, NextGen, et. al.)	100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.	100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.	100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.	100% of core teachers regularly teach and assess CCSS as measured by quarterly administrative review of gradebooks and unit plans.
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	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	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	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	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
6. Required State Metric:	100% of students have access to ECMS-I courses	100% of students will have access to ECMS-I courses	100% of students will have access to ECMS-I courses	100% of students will have access to ECMS-I courses

Course Access	as described in our charter petition.	as described in our charter petition.	as described in our charter petition.	as described in our charter petition.

Planned Actions / Services

Action   1

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

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

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

All	All Schools

OR

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

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

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,039,062	$1,046,788	$813,259

Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base
Budget Reference	1000-1900	1000-1900	1000-1900

Action 2

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will employ staff necessary for school operations and facilities to ensure student safety and support implementation of educational program		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$286,013	$251,373	$216,364
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base
Budget Reference	2000-2904	2000-2904	2000-2904

Action   3

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will maintain required insurance and will offer competitive employee benefits packages.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$461,389	$459,719	$614,713
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base
Budget Reference	3000-3900	3000-3900	3000-3900

Action   4

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

Students to be Served: (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	Modified

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$286,498	$214,265	$233,407
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Other Revenues
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):

Students to be Served	Location(s)
All	All Schools

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,002,161	$1,213,821	$1,055,107
Source	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base Federal Revenue Other State Revues Local Revenues Fundraising and Grants	Base
Budget Reference	5000-5920	5000-5920	5000-5920

Action 6

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

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

Students to be Served	Location(s)
All	All Schools

OR

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

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

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

Students to be Served	Scope of Services	Location(s)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School site will make capital improvements as required to ensure student safety and support implementation of educational program	School site will make facility improvements such as installing a cool roof and solar panels using Prop 39 energy efficiency grant funding.	The school will remodel student restrooms including upgrades of plumbing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$350,894	$270,369	$100,000
Source	Base Federal Revenue Other State Revues Local Revenues	Base Federal Revenue Other State Revues Local Revenues	Other Revenue

	Fundraising and Grants	Fundraising and Grants	
Budget Reference	6000-6200	6000-6200	6000-6200

Action 7

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

OR

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support school's implementation of standards implementation and work to secure additional resources needed to implement educational program.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$170,915	$259,725	$163,869
Source	Base	Base	Other Revenue
Budget Reference	2311	2311	2311

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

Unchanged

Goal 2

Improve outcomes for all students by improving instruction and programs.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Our analysis of CAASPP, NWEA and other internal measures reveals a need to enhance math and ELA achievement. In 2018 CAASPP testing 54% of our students met the standard in ELA and 34% met the standard in math.

Expected Annual Measurable Outcomes

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

1. Required State Metric: Performance on standardized tests *Scores on standardized tests and internal assessments will improve, especially in areas targeted with additional resources.*	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> ELA significantly increased (31.3); Math significantly increased (33.1) <u>English Learners</u> significantly increased (28.4) ELA, and increased (12) in Math <u>African Americans</u> significantly increased (22.7) ELA, Math increased (6.7) CAASPP ELA 2015: 38% met/exceeded 2016: 46% met/exceeded CAASPP Math 2015: 20% met/exceeded 2016: 24% met/exceeded NWEA/MAP scores steadily increased for all	For each cohort and significant subgroup therein, the Distance from 3 in English Language Arts will improve by at least 7 points, and by at least 5 points in Math each year. If the distance from 3 for any cohort or subgroup therein reaches a "high" status on the CA Dashboard, that status shall be maintained.	For each cohort and significant subgroup therein, the Distance from 3 in English Language Arts will improve by at least 7 points, and by at least 5 points in Math each year. If the distance from 3 for any cohort or subgroup therein reaches a "high" status on the CA Dashboard, that status shall be maintained.	For each cohort and significant subgroup therein, the Distance from 3 in English Language Arts will improve by at least 7 points, and by at least 5 points in Math each year. If the distance from 3 for any cohort or subgroup therein reaches a "high" status on the CA Dashboard, that status shall be maintained.

	grades and cohorts throughout the year.			
2. Required State Metric EL reclassification rate	19% of EL students were reclassified in 2015-2016	This metric, beginning in 2017-2018, will be subsumed within the ELPI metric, cited below.	This metric, beginning in 2017-2018, will be subsumed within the ELPI metric, cited below.	This metric, beginning in 2017-2018, will be subsumed within the ELPI metric, cited below.8
3. Required State Metric % of ELs making progress to fluency on CELDT & Reclassification Rate—ECMS-I will use the California School Dashboard Report's English Learner Progress Indicator (ELPI)	69.5%	The percentage of students either: reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Report's English Learner Progress Indicator, or maintaining a high level of performance on the CELDT/ELPAC, as defined by the California School Dashboard Report's English Learner Progress Indicator will improve by 2% each year until reaching 75% Baseline year	2% above baseline	2% above baseline
4. Required Locally Determined metric: "Other courses" (e.g., social sciences, science. Could include SLOs, or other courses)	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	Baseline year Class of 2018: 2.4 Class of 2019: 2.2 Class of 2020: 1.78	Increase 2% above baseline Class of 2019: 2.244 Class of 2020: 1.816 Class of 2021 (baseline): 2.86	Increase 2% above baseline

	Thinking will improve annually by 2% as measured on Interdisciplinary Benchmark Individual Unit Exams			
5. % of SWD students' progress toward IEP goals	100% of 2015-2016 SWD students met or partially met IEP goals.	Maintain 100% of SWD students meeting or partially meeting IEP goals	Maintain 100% of SWD students meeting or partially meeting IEP goals	Maintain 100% of SWD students meeting or partially meeting IEP goals.

Planned Actions / Services

Action   1

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

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

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

Students to be Served	Location(s)
All	All Schools

OR

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

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

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

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

Students to be Served	Scope of Services	Location(s)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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
Amount	$46,023	$50,243	$80,627
Source	Base	Base	Other Revenue
Budget Reference	1311	1311	1311

Action   2

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

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

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

OR

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

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

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

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

Students to be Served	Scope of Services	Location(s)
English Learners, 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 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.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,362 (Professional Development)	$10,470	$5,200
Source	Base	Supplemental/Concentration	Title II
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: **Scope of Services:**   **Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and 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
Use software to better understand how subgroups are performing, drive instruction and evaluate efficacy of best practices for those groups		

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. $20,189 CMO Support & Data Manager 2. $7,802 (Schoolzilla/ Teachboost) 3. $4,540 (NWEA MAP)
Source	1. Base 2-3. Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration Other Revenue
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. 2311 2. 4320 3. 5878

Action 4

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

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

OR

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1. $129,430 Specialty teachers 2. $6500 Environmental/Botany Consultant 3. $2,500 Games Supplies	1. $166,528 Specialty teachers 2. $6,500 Environmental/Botany Consultant 3. $3,000 Games Supplies 4. $3,000 Handwork Supplies	1. $242,375 Specialty teachers 2. $6,500 Environmental/Botany Consultant 3. $3,000 PE Supplies 4. $6,022 Handwork & Green Ambassadors Supplies
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration Other Revenues
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	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of Unduplicated Pupils.		School will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of Unduplicated Pupils. Improvement to ECS Best Practices implementation includes collaboration with Antioch to provide ECS Best Practices focused induction to new teachers.

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. $178,101 Site administrators, teacher leaders/coaches, CMO certificated support 2. $66,439 3. $48,908 benefits 4. $8,400 Induction
Source	Supplemental/Concentration	Supplemental/Concentration	1. Supplemental/Concentration 2. Title I 3. Supplemental/Concentration 4. Title II
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. 3000-3999 4. 5863

Action 6

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

OR

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

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.		ECMSI will provide additional supports to low SES, ELs and/or foster youth struggling in math and/or English. English Learner Coordinator will coordinate supports for English learners and provide assistance to all core teachers delivering integrated and designated ELD instruction. Core, Special Education and ELD teachers will work with students in small groups and individually on specific skill areas to remediate in ELA/Math. Educational software will be utilized to differentiate math and ELA instruction.

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. $36,541 Math coach 2. $29,898 Math coach 3. $23,896 Benefits 4. $77,864 Core Teacher (Remediation Time) 5. $48,382 ELD Coordinator 6. $24,924 ELD Coordinator 7. $26,429 SWD Coordinators 8. $8,449 Educational Software
Source	1.Supplemental/Concentration 2. Supplemental/Concentration 3. Supplemental/Concentration	1.Supplemental/Concentration 2. Supplemental/Concentration	1. Supplemental/Concentration 2. Other Revenue 3. Supplemental/Concentration 4. Supplemental/Concentration 5. Title I 6. Supplemental/Concentration 7. Special Education 7. Supplemental/Concentration
Budget Reference	1. 1100 2. 4320 3. 3000-3900	1. 1100 2. 3000-3900	1. 1100 2. 1100 3. 3000-3900 4. 1100 5. 1100 6. 1100 7. 1148 8. 4320

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		The school site will participate in an ECS-wide literacy initiative which will implement a common approach to literacy instruction across content areas. We will integrate Reading Apprenticeship into our professional development including three full differentiated Reading Apprenticeship workshop days in Summer 2019. A 2015-16 ECS pilot of Reading Apprenticeship demonstrated the impact of the approach on ECS unduplicated pupils-- the CAASPP ELA proficiency rate in RA classrooms had increased by an average of 20%, which was significantly higher than the average increase in ELA CAASPP proficiency rates in non-RA classrooms (3.4%) across ECS in the same year. Key strategies for the literacy

		initiative include continuously measuring the impact on low income and English learner outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$25,420
Source			Base Other Rev
Budget Reference			5863

Action 8

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

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Special Education staff will provide instructional support to students with disabilities and work with teachers, students and families to ensure students with disabilities have appropriate accommodations and appropriate placements. Furthermore, for school year 2019-20, ECMS-I will transition to the El Dorado Charter SELPA (Special Education Local Plan Area), which will provide ECMS-I a higher level of support and increased revenue streams for special education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			1. $48,792 Special Ed Certificated 2. $114,477 Special Ed Certificated 3. $32,654 Benefits 4. $128,336 Paraeducators 5. $45,491 (speech, OT and other service providers) 6. $1,896 (speech, OT and other service providers) 7. $21,340 (School Psychologist)
Source			1. Special Education 2. Special Education 3. Base 4. Other Revenue

			5. Special Education
			6. Other Revenue
			7. Base
Budget Reference			1. 1148
			2 1148
			3. 3000-3900
			4. 2100
			5. 5815
			6. 5815
			7. 1311

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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. While we have met our ADA goal, to ensure all students learn we need to ensure

high rates of attendance for all students. We do not yet have our 2018-19 chronic absenteeism data, but mid year data indicate chronic absenteeism is trending up (6.1%).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. *Required State Metric:* School attendance rates;	2015-2016: *97%*	Remain above 95%	Remain above 95%	Remain above 95%
2. *Required State Metric* 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.
3. *Required State Metric* Middle school or HS dropout rates;	2015-16: 0%	0%	0%	0%
4. *Required State Metric* High School Graduation Rate	n/a	n/a	n/a	n/a
5. *Required State Metric* Pupil Suspension Rates	2016-17: 1.6% Monroe MS: 11.1% Prairie Vista: .5% Animo Western: 13.5%	Maintain suspension rate that is the same or lower than schools students would otherwise attend.	Maintain suspension rate that is the same or lower than schools students would otherwise attend.	Maintain suspension rate that is the same or lower than schools students would otherwise attend.
6. *Required State Metric* Pupil Expulsion Rates	<1%	Maintain 2% or less	Maintain 2% or less	Maintain 2% or less

7. Required Locally Determined metric: Efforts to seek parent input in making decisions	CalSCHLS survey data regarding parent input.	On CalSCHLS survey, more than 80% parents will agree or strongly agree that the school actively seeks input from parent community in decision-making.	Maintain 80% or more.	Maintain 80% or more.
8. Required Locally Determined metric: How you promote parental participation in programs for UDP and students with exceptional needs.	All parents invited to participate in parent programs, curriculum-based celebrations, and workshops. Provide translation for all parent workshops and events.	All parents invited to participate in parent programs, curriculum-based celebrations, and workshops. Provide translation for all parent workshops and events.	All parents invited to participate in parent programs, curriculum-based celebrations, and workshops. Provide translation for all parent workshops and events.	All parents invited to participate in parent programs, curriculum-based celebrations, and workshops. Provide translation for all parent workshops and events.
9. Required Locally Determined metric: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	CAL-SCHLS survey administered yearly. Data analyzed and reported every fall. 2016-17 100% of staff agree or strongly agree that ECMS-I is a supportive and inviting place to work 100% of staff agree or strongly agree that ECMS-I is a safe place for students. In 2015-2016 80% of students felt that the school is safe. 90% of parents felt that the school is a safe place.	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.	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.	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.

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	1. $85,000 Overnight trips

		2. $15,000 Day trips 3. $12,000 Field trip transportation	2. $15,000 Day trips 3. $16,000 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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student services team will provide services for unduplicated pupils, including social emotional programing, academic counseling, restorative		In 2019-20 we are creating a Dean of Student Culture position. The Dean will be part of the student services team and will be responsible

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.

for building a positive relationships between students staff and parents. With the student services team the Dean will coordinate 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. The team coordinates supports and services for English Learners, low SES and foster youth

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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. $90,880 Certificated staff 2. $15,914 Summer Admin 3. $2,890 Bilingual translation 3. $15,540 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. 1920 3. 2300 4. 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):

Students to be Served	Location(s)
All	All Schools

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	$0	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   4

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

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

Specific Student Groups: African Americans	All Schools

OR

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

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

Actions/Services

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

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.		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. Parent Coordinator will 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	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 Other Revenue

Budget Reference	1000-2999	1000-2999	1000-1999 2000-2999

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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.	This action is rolled up into Goal 3, Action 4 (above).

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$912,986	32.80%

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

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

Goal 2, Action 2:

School will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement. EL and low-SES students, who lag behind in math, will benefit from increased attention to math achievement.

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

Goal 2, Action 3:

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

Teachers' facility with data enables all instructors to use data to make mid-stream adjustments to teaching, re-teach standards students who are not yet proficient, and review progress. Software also allows school leaders and coaches to track progress and respond quickly with instructional supports. This action support our unduplicated population as it allow us to keep real-time track of whether our

unduplicated students are making progress, and if necessary, to respond with interventions or other supports. This action has already proved effective when used by administrators and instructional coaches. It will help our teachers respond to data more readily and because it is easy to read and digest, teachers can easily use it to re-arrange unit plans and lessons in real time.

Goal 2, Action 4:

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.

At our school, interacting with peers, learning about and participating in environmental issues, playing games with peers, learning study strategies, and experiencing the arts enable our students to develop a host of critical social skills necessary for their development. We offer students a variety of classes wherein they can practice social skills, learn concepts that are connected to their core classes, and feel empowered to interact with the outside world. These classes help our students become critical thinkers and actors in their communities and practice key skills of peer interaction. In 7th and 8th grade, we offer specific gender-based classes that help students understand things like body image, communication, and emotional development.

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

Goal 2, Action 5:

School will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of Unduplicated Pupils. Improvement to ECS Best Practices implementation includes collaboration with Antioch to provide ECS Best Practices focused induction to new teachers.

ECMS Inglewood continues to mentor all teachers in pedagogical practices that strengthen instruction and ultimately contribute to better outcomes for students. Each teacher has an assigned coach who meets with teachers one on one weekly to plan, troubleshoot, and analyze outcomes. Improving instruction and analyzing student data are foundations aspects of our work with English Learners, low-income students, and Foster Youth. Observing classroom teaching and reviewing data regularly allows us to create specific plans for students who need additional support both within and outside of the classroom. Over the past two years, instructional coaching around our Best Practices has led to growth in both ELA and math on a number of measures, both internal assessments and state tests.

Goal 2, Action 6:

ECMSI will provide additional supports to low SES, ELs and/or foster youth struggling in math and/or English. English Learner Coordinator will coordinate supports for English learners and provide assistance to all core teachers delivering integrated and designated ELD instruction. Core, Special Education and ELD teachers will work with students in small groups and individually on specific skill areas to remediate in ELA/Math. Educational software will be utilized to differentiate math and ELA instruction.

English Learners now comprise almost a third of our student body. As a result, we have created a robust program for English Learners so that they can access the core program, while receiving supports that enhance their experiences in core classes. Our ELD coordinator presents professional development to our teachers to help them attend to English Learners in their classes. She then follows up to understand implementation barriers and troubleshoots in various classrooms. She also pulls students in small groups to provide individualized and small group support. We expect this to continue to be effective as we have seen tremendous growth in both our RFEP numbers, and our ELPAC scores. English Learners are also continuing to grow in ELA and math, with math being the more challenging subject. Due to the heavy language demands of our math curriculum and the state tests, we have emphasized integrated ELD strategies across all subject areas.

Goal 2, Action 7:

The school site will participate in an ECS-wide literacy initiative which will implement a common approach to literacy instruction across content areas. We will integrate Reading Apprenticeship into our professional development including three full differentiated Reading Apprenticeship workshop days in Summer 2019. A 2015-16 ECS pilot of Reading Apprenticeship demonstrated the impact of the approach on ECS unduplicated pupils-- the CAASPP ELA proficiency rate in RA classrooms had increased by an average of 20%, which was significantly higher than the average increase in ELA CAASPP proficiency rates in non-RA classrooms (3.4%) across ECS in the same year. Key strategies for the literacy initiative include continuously measuring the impact on low income and English learner outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers. We expect this strategy to be effective as it is a deepening of our already robust Reading Apprenticeship approach which has proved extremely effective in ELA. Unduplicated students will benefit from experiencing similar strategies across content areas, using metacognition to understand their own learning and challenges, and become more deeply familiar with the language of each content area.

Goal 3, Action 1:

Overnight field trips and day field trips will enrich the learning of Unduplicated Pupils and provide opportunities for healthy risk-taking. In outdoor education experiences students learn about the wilderness and open space, they participate in a wide range of outdoor activities in national parks, including hiking, science experiments, camping, ropes challenge courses, and team-building activities. We take students on these trips because we believe that being in these locations helps with personal development and self-esteem, develops an appreciation for nature, and gets students out of city life so they can realize that the outdoors is available for their exploration. Finally, they interact with teachers and school personnel in a more informal way; this helps with relationship-building and deepening connections that can be brought back to school. ELs, Low-income, and Foster youth benefit from this program as they may not have opportunities for outdoor education experience prior to coming to our school. In outdoor experiences, these students are able to communicate and reflect outside; we believe this helps enhance their ability to participate once they return to the classroom setting.

Goal 3, Action 2:

In 2019-20 we are creating a Dean of Student Culture position. The Dean will be part of the student services team and will be responsible for building a positive relationships between students staff and parents. With the student services team, the Dean will coordinate 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. The team coordinates supports and services for English Learners, low SES and foster youth. The Dean will oversee all of this work with our unduplicated students to ensure that this support is principally directed at their success. We expect this to be an effective response to student needs as it adds oversight and organization to our existing student services team.

Action Name	Goal.Action	Expenditure
Math Initiative	2.2	$5,200
Data Tools	2.3	$32,565
Specialty Classes	2.4	$257,897
Best Practices	2.5	$294,747
Academic Supports	2.6	$276,383
Literacy Initiative	2.7	$25,420
Field Trips	3.1	$121,000
Student Services Team	3.2	$125,224