

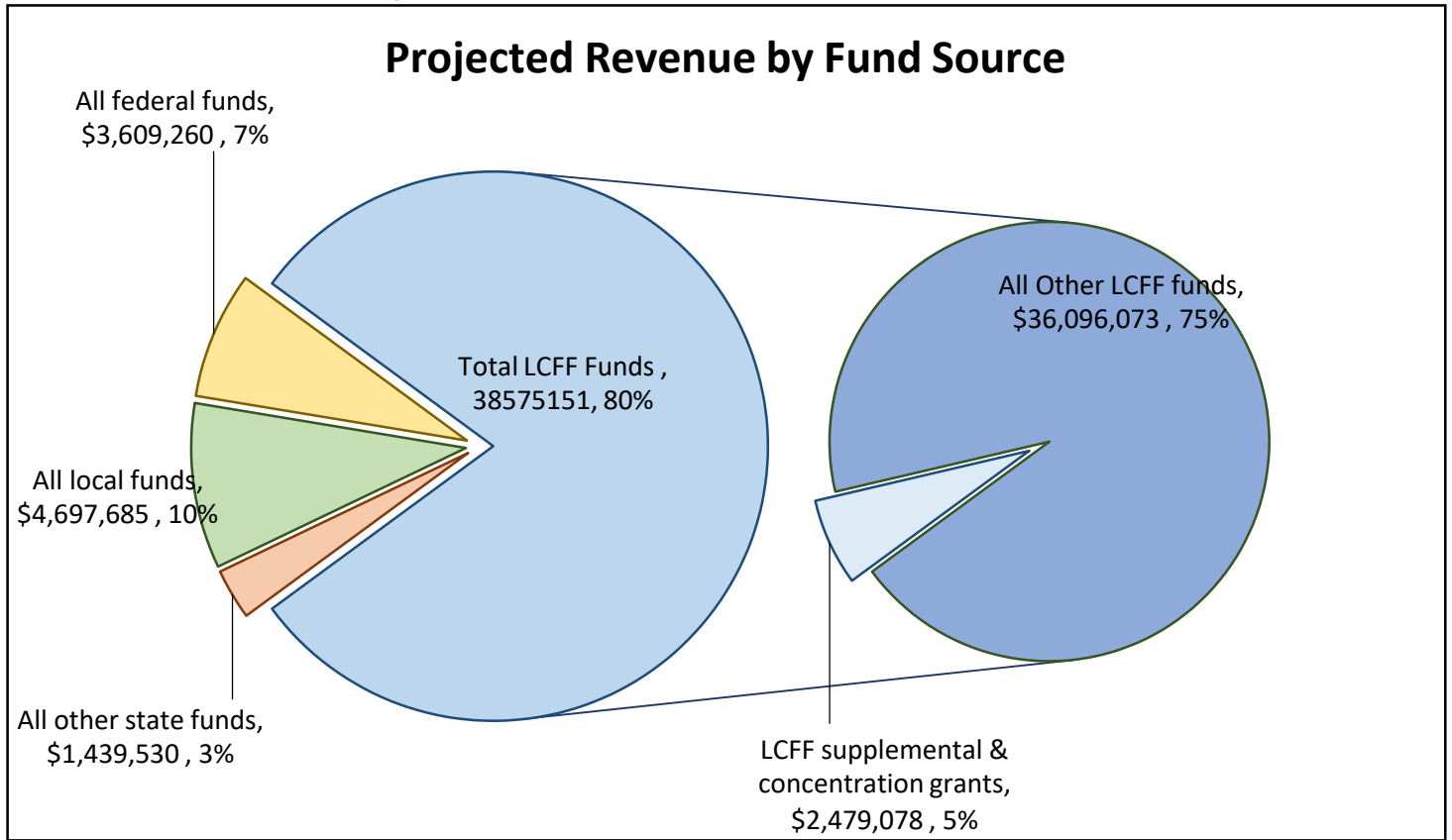
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Camino Real Charter High School
 CDS Code: 19647331932623
 School Year: 2022 – 23
 LEA contact information: David Hussey 818-595-7500 d.hussey@ecrchs.net

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 2022 – 23 School Year

Projected Revenue by Fund Source

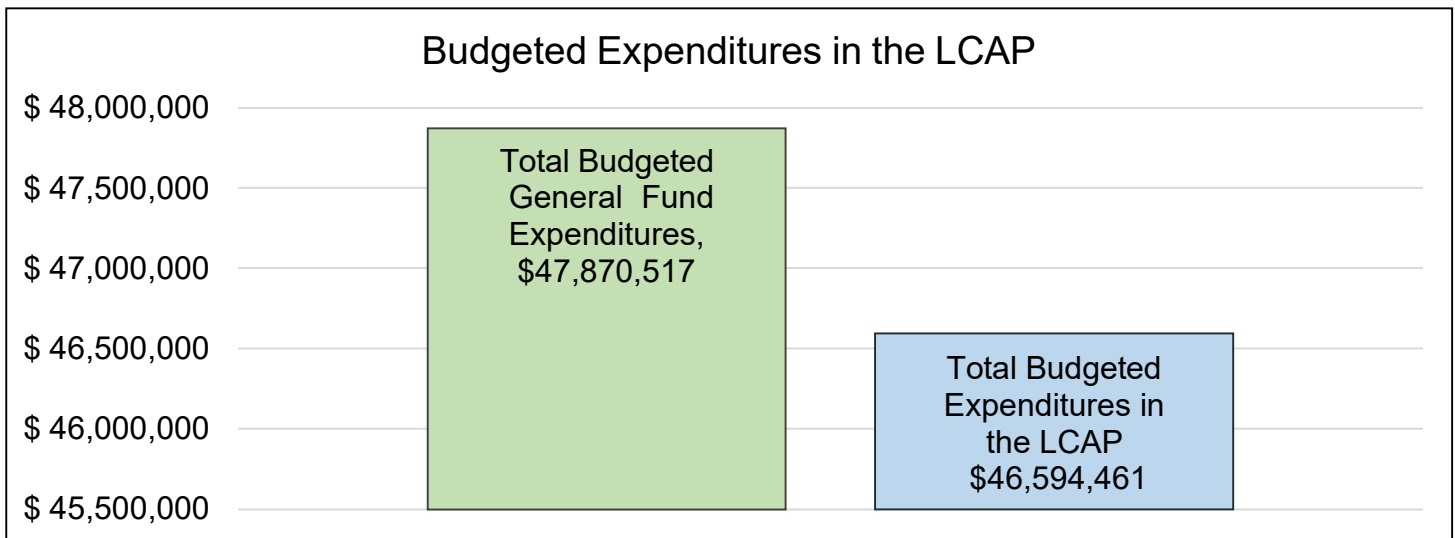


This chart shows the total general purpose revenue El Camino Real Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Camino Real Charter High School is \$48,321,626.00, of which \$38,575,151.00 is Local Control Funding Formula (LCFF), \$1,439,530.00 is other state funds, \$4,697,685.00 is local funds, and \$3,609,260.00 is federal funds. Of the \$38,575,151.00 in LCFF Funds, \$2,479,078.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much El Camino Real Charter High School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: El Camino Real Charter High School plans to spend \$47,870,517.00 for the 2022 – 23 school year. Of that amount, \$46,594,461.00 is tied to actions/services in the LCAP and \$1,276,056.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here]

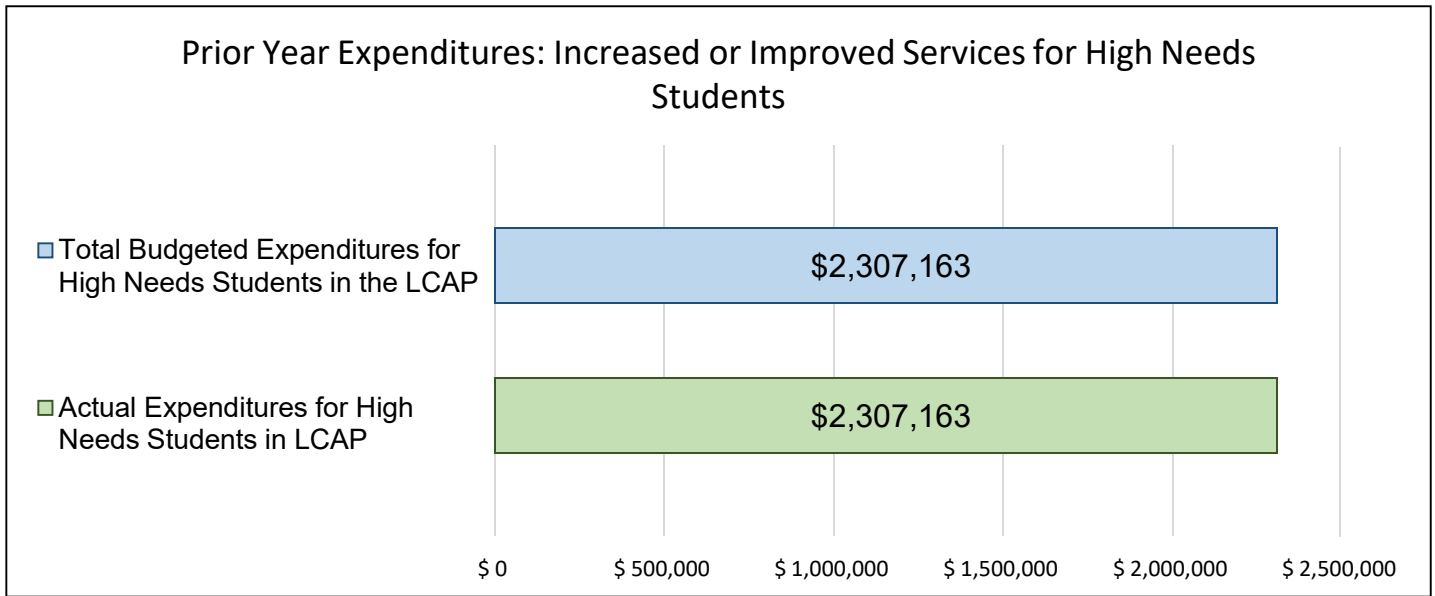
Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, El Camino Real Charter High School is projecting it will receive \$2,479,078.00 based on the enrollment of foster youth, English learner, and low-income students. El Camino Real Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. El Camino Real Charter High School plans to spend \$1,951,679.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, El Camino Real Charter High School's LCAP budgeted \$2,307,163.00 for planned actions to increase or improve services for high needs students. El Camino Real Charter High School actually spent \$2,307,163.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	David Hussey, Executive Director Greg Wood, Chief Business Officer Minita Clark, Administrative Director	d.hussey@ecrchs.net g.wood@ecrchs.net m.clark@ecrchs.net

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

We continue to engage stakeholders (teachers, staff, students, parents, school board and community members) in the decision making conversations surrounding use of funds. When additional funding became available, we were certain to include details and parameters in discussions at weekly leadership team meetings, monthly Instructional leadership team meetings, monthly School Site Council meetings, monthly Professional Development Advisory Committee meetings, and quarterly Parent Advisory Committee meetings between July and December 2021. We will hold an LCAP community engagement meeting the week of February 28th which will include administrators, board members, certificated and classified staff, students, parents/guardians, and community members. In this meeting, we will focus on LCAP goals one, two and three around creating academic supports to help prepare students for graduation.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A. We did not receive additional concentration funding as we are below 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ECR engaged all stakeholders in the use of one-time federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Emergency Relief Funds such as CARES, ESSER as well as Expanded Learning Opportunities Grant funds were used to support professional development, COVID-19 safety protocols, and purchase of additional supplies and materials needed for smooth transitions to distance learning and back to in-person learning. Funds were also used to expand the summer school program and make technology purchases that provide necessary internet safety for staff and students during the pandemic.

Teachers were surveyed in September 2021 to share their individual needs and concerns regarding instructional materials and curriculum required to meet student needs. Because of the survey, we noticed a need for increased tutoring services. At that time, we hired approximately four (4) college students to tutor students after school (in addition to the after school teacher tutoring that is already provided). Further, ECR utilizes an outside agency, beginning August 2021 – present, to provide in-class teacher support (i.e. paraprofessionals) for classes with a large presence of students who are struggling. An English Learner curriculum in reading and writing was purchased to support EL instruction.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Successes

As referenced above, we have significantly increased the number of paraprofessionals and tutoring offered at ECRCHS. The additional in-class support of paraprofessionals has garnered praise by teachers, parents, and students. All feel that having an additional adult person in the classroom has led to students and teachers feeling less pressure, more comfortable and capable to perform at high levels.

Our supply of Personal Protection Equipment (PPE) is well stocked as masks, sanitizer, protective shields, gloves, and even desk partitions have been made readily available.

We were able to complete network upgrades to meet the needs of technology expansion due to COVID-19.

Maintenance crew worked extended hours to ensure on-site cleanliness

Cleaning protocols were enhanced greatly throughout the school

Challenges

Although we offer many opportunities for tutoring in every core subject area and most other areas, student turnout remains low overall. This is a constant work in progress.

A 10-week social-emotional mentoring program for girls will begin in March but has low sign-up despite it being one of the top three requests from students and parents.

Major facilities projects have been slightly delayed due to Covid-19 and supply chain delays.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Since the LCAP is the comprehensive planning report that captures school priorities, actions, goals, and expenditures to improve student outcomes, additional funds complement the current LCAP in the following areas:

LCAP Goal 1 & Goal 2 – EL Reading and Writing Curriculum ; LTEL Writing Workshops ; Additional Professional Development for Teachers

Goal 2 Additional Tutoring Offerings in After School Program ; Additional Summer School Support; Additional In-Class Support

Goal 3 Targeted EL Intervention Curriculum ; Additional Supplies and Materials

Goal 4 Increased parent workshops and meetings to support all students ; Additional mental health support staff

Goal 5 Additional counselors and college workshops focused on school to college pipeline

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	David Hussey, Executive Director Gregory Wood, Chief Business Office Minita Clark, Administrative Director	d.hussey@ecrchs.net , 818-595-7500 g.wood@ecrchs.net , 818-595-8019 m.clark@ecrchs.net , 818-595-7508

Plan Summary [2022-2023]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

El Camino Real High School opened on February 3, 1969, in Woodland Hills, CA. The school originally served grades 10-12 and opened to ninth graders in the mid-eighties. The school mascot was formerly the “Conquistadores” and was recently voted on and selected by stakeholders as the “Royals” in 2021. The official school colors are dark blue, light blue, and camel.

In 2011, El Camino became an Independent Conversion Charter School and is now known as El Camino Real Charter High School. The Alternative Education Program was added a couple of years later and is located on campus on the site of the former Miguel Leonis Continuation High School and is referred to as the El Camino Real Charter High School North Campus. The ECR North Campus houses a Flex and Independent Studies program.

Over the years, El Camino has gained a reputation of excellence in academics, athletics, and activities. Our programs have won countless awards including Academic Decathlon National Titles, CIF Athletic Championships, and Performing Arts victories. In 2009, El Camino was named a California Distinguished School by the California Department of Education.

Our enrollment is currently 3,661 students in grades 9-12. Socially disadvantaged students represent 35.8% of the population. English Learners represent 1.8% of the population and Foster Youth represent 1.8% of the population. Our graduation rate for 2021 was 89.6% which is higher than the local district and state graduation rates.

Student Population Demographics 2022

	African American	American Indian	Asian	Filipino	Hispanic	Two or More Races	Pacific Islander	White
Total students	131	3	309	189	1163	250	15	1465
Enrollment percentage	3.6%	0.1%	8.4%	5.2%	31.8%	6.8%	0.4%	40%

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The most recent CAASPP SBAC scores from 2021 reflect the highest increase ECR has seen since 2014. Scores are indicated below:

CAASPP Smarter Balanced Assessment Consortium (SBAC) ELA & MATH Scores from 2014-2021.

ELA MATH

20-21	65.62%	51.17%
19-20	No Data	No Data (due to COVID-19 Pandemic)
18-19	59.46%	41.18%
17-18	58.86%	41.19%
16-17	59.02%	45.72%
15-16	61.00%	40.00%
14-15	61.00%	37.00%

Math Achievement Level	Grade 11
Mean Scale Score	2630.5
Standard Exceeded: Level 4	25.12%
Standard Met: Level 3	26.05%
Standard Nearly Met: Level 2	24.80%
Standard Not Met: Level 1	24.02%

ELA Achievement Level	Grade 11
Mean Scale Score	2623.3
Standard Exceeded: Level 4	33.28%
Standard Met: Level 3	32.34%
Standard Nearly Met: Level 2	20.47%
Standard Not Met: Level 1	13.91%

Successes & Progress for the 2021-2022 Academic Year

Success Area: Creating a safe, welcoming environment

Weekly Covid testing onsite

No outbreaks requiring school closure

Air purifiers placed in offices

Upgrades to technology infrastructure

Success Area: Academics & Student Support

Increased afterschool department-based tutoring

Transportation (TAP card)

Support staff directly in the classroom

Peer tutoring

Lunch tutoring

Success Area: Counseling & Mental Health

Expanded counseling services

PSW (one added in first semester) & Counselors provides workshops for students and staff

Success Area: College Counseling

Mentorship partnership with current college students/former ECR graduates

Increased College Fairs

Increased Monthly speakers

Success Area: Parent Engagement

Friends of ECR PTO growth

Padres Latinos outreach

RISE parent outreach

PAC Committee outreach

Success Area: Community Connection & Partnerships

Dual Enrollment program

Success Area: Recruiting, hiring, training and retaining high quality staff

ECR hired eleven new teachers and several paraprofessionals

All ECR teachers participated in weekly PLC groups

PD Opportunities throughout the year were: Social Emotional Health; Mental Health; Trauma Informed Care; Mindfulness

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Reflections for 2020-2021

While there is much to celebrate, there are also areas that need improvement. The goals and action steps within this plan will help to address the needs, and they are:

- Second lowest level for our Suspension Rate. (This number has since improved)
- Students with disabilities scored in the lowest tiers of performance
- African American students and English learners scored in the bottom tiers of performance

Reflections for 2021-2022

While there is much to celebrate, there are also areas that need improvement. The goals and action steps within this plan will help to address the needs, and they are:

- Attendance and Discipline support
- Parent Engagement

- Schoolwide marketing efforts

Mental Health & Social Emotional Learning

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of the 2021-2022 LCAP are as follows:

1. Common Core focused (i.e., standards-based instruction in every classroom)
2. Assessment of and for student learning
3. Preparing students for college and/or careers
4. Equitable and Culturally Responsive Instruction
5. Addressing students' mental health and social emotional needs

The key features for the upcoming 2022-2023 year are based on feedback provided by stakeholders. Overarching themes include:

1. Teacher administrator connections
2. Social-emotional well-being and mental health
3. Parent -school communication connection
4. School marketing efforts

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not eligible for CSI; not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The ECR LCAP was written by the six member LCAP Committee. The Executive Director and Administrative Directors as well as the Chief Business Officer received the plan for review and revised for clarity where needed. The LCAP plan was also shared in SSC Meetings and PAC Meetings. An LCAP Survey was sent to all parents and students for feedback in April 2022. The initial draft will be shared at the Jun 2, 2022 board meeting.

A summary of the feedback provided by specific educational partners.

Prior to meeting with the LCAP Committee to actually devise the plan, a LCAP survey was sent to parents and students. Approximately 438 responses were received. The LCAP survey sent to staff received 110 responses. Parent groups also met to discuss the plan in addition to ECR committees such as PDAC, PAC, and SSC. An Instructional Leadership Team (ILT) survey

was sent to all department chairs and coordinators. The plan was revised by the LCAP Committee.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Areas influenced by reports from stakeholders include:

- Attendance and discipline
- Mental Health & Social Emotional Learning
- Student Learning & Classroom Environment
- Schoolwide Communication (teacher-parent & school-to-home)

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The stakeholder process is always ongoing, whether formal or informal. El Camino Real Charter High School administrators and parent groups regularly meet throughout each school year to share and exchange ideas and information. Due to the COVID-19 pandemic, some meetings were conducted virtually and some were held on site using Microsoft Teams or GoToMeeting virtual conferencing platforms. The Assistant Principal for Curriculum and Instruction began meeting with stakeholder groups as early as August 2021. The Meetings Calendar is below:

Meeting Calendar Fall Semester 2021

Faculty Meetings	PDAC
August 10, 2021 September 7, 2021 October 5, 2021 November 2, 2021	August 17, 2021 September 14, 2021 October 12, 2021 November 9, 2021

December 7, 2021	December 14, 2021
New Teacher Meeting	Tech Committee
August 26, 2021 September 23, 2021 October 21, 2021 November 19, 2021 December 16, 2021	August 18, 2021 September 1, 2021 September 15, 2021 September 29, 2021 October 13, 2021 October 27, 2021 November 10, 2021 December 1, 2021
SSC Meeting	Instructional Cabinet
August 24, 2021 September 21, 2021 October 19, 2021 November 16, 2021	August 31, 2021 September 28, 2021 October 26, 2021 November 30, 2021

Spring Semester 2022

Faculty Meetings/WASC Focus Group Meetings	PDAC
January 25, 2022 February 1, 2022 February 15, 2022 March 1, 2022 March 15, 2022	January 11, 2022 February 8, 2022 March 8, 2022 April 4, 2022 May 10, 2022

<p>April 5, 2022 April 19, 2022 May 3, 2022 May 17, 2022</p>	
New Teacher Meeting	Tech Committee
<p>January 20, 2022 February 17, 2022 March 17, 2022 April 21, 2022 May 19, 2022</p>	<p>January 12, 2022 February 2, 2022 February 16, 2022 March 2, 2022 March 16, 2022 April 6, 2022 May 4, 2022 May 18, 2022</p>
SSC Meeting	Instructional Cabinet
<p>January 26, 2022 February 22, 2022 March 22, 2022 April 26, 2022</p>	<p>January 13, 2022 February 10, 2022 March 10, 2022 April 7, 2022 May 12, 2022</p>
Equity Advisory Committee	LAT Meetings
<p>January 18, 2022 February 14, 2022 March 21, 2022 April 18, 2022 May 16, 2022</p>	<p>January 24, 2022 February 28, 2022 March 28, 2022 April 25, 2022</p>

A summary of the feedback provided by specific stakeholder groups.

Combined feedback from PAC, ELAC, SSC, LCAP Committee, Administrators, and Students is as follows:

Survey implementation dates:

Areas ECRCHS has improved:

- 1) Translation of documents in multiple languages
- 2) Development of Programs and Initiatives to support mental health such as a new Wellness Center 3) School-to-Home Communication (includes communication between teachers and administrators to parents and vice versa)
- 4) Teachers have gone out of their way to support students during the pandemic
- 5) Posting of information for all stakeholders viewing
- 6) Support for high-risk learners

Areas ECRCHS still needs improvement:

- 1) Development and/or Staffing of needed positions in a timely manner (e.g., marketing coord still vacant and positions specifically for unduplicated students)
- 2) Class sizes still too big; need to re-visit classrooms to replace the bungalows as the plan is already ready and hire additional staff
- 3) Some teachers are slow to provide feedback and grade work; need a universal policy
- 4) Some teachers do not contact parents; need a universal policy

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All aspects of the LCAP were influenced by stakeholder input. Meetings were held with stakeholders as early as July 2021 and continued throughout spring semester 2022 to discuss LCAP modifications, additions, and gather feedback.

Goals and Actions

Goal 1

Goal #	Description
1	Students will demonstrate academic growth in ELA, Math, & Science.

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School has a standard of excellence for all students. We set high expectations and goals for our leadership, teachers, and staff that will help students achieve at higher levels. Our long-term goal is for 100% of our students to meet standards as evidenced by either State or Local assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step #1: Percentage of 11th grade students scoring 'Met' or 'Exceeded' on SBAC in ELA	59.46% (per 2019 SBAC data)	65.62% (per 2021 SBAC data; a 6% increase)	TBD Year 2	TBD Year 3	Increase 8% above latest baseline (i.e., 75% met or exceeded)
Measurable Outcome for Action Step #2: Percentage of 11th grade students scoring 'Met' or 'Exceeded' on SBAC in Math	41.18% (per 2019 SBAC data)	51.17% (per 2021 SBAC data; a nearly 10% increase)	TBD Year 2	TBD Year 3	Increase 9% above the latest baseline (i.e., 60% met or exceeded)

<p>Measurable Outcome for Action Step #3:</p> <p>Percentage of 12th grade students scoring 'Met' or 'Exceeded' on CAST in Science</p>	29.03% (per 2019 CAST)	28.72% (per 2021 CAST)	TBD Year 2	TBD Year 3	Increase 11% above baseline (i.e., 40% met or exceeded)
<p>Measurable Outcome for Action Step #4:</p> <p>Percentage of students enrolled in at least one advanced class will increase by 1% as measured by students enrolled in at least one Honors, Advanced Placement, or Junior/Community College Class</p>	53 % of the students enrolled at ECR are in at least one Honors or AP class.	Maintained;	TBD Year 2	TBD Year 3	56% of the students enrolled at ECR will be enrolled in at least one Honors or AP class.
<p>Measurable Outcome for Action Step #5:</p> <p>Percentage of students who are College & Career Ready will increase by 25% as</p>	The A-G completion rate for the class of 2020 was 55.9%. We did not have a CTE program this particular year.	A-G completion rate for 2021 is 55.20%	TBD Year 2	TBD Year 3	Increase to 75% by 2024

measured by the CA dashboard					
<p>Measurable Outcome for Action Step #6:</p> <p>Increase the % of Special Education (SPED) students achieving SBAC met/exceeded status</p>	<p>English - 85.6 points below standard (CA Dashboard)</p> <p>Math - 166 points below standard (CA Dashboard)</p>	<p>25% of SPED students achieved met or exceeded status on 2020-2021 SBAC - English</p> <p>11.5% of SPED students achieved met or exceeded status on SBAC - Math 2020-2021</p>	TBD Year 2	TBD Year 3	<p>English: Increase to 25% meeting standards by 2024 an increase of 25 points</p> <p>Math: Increase by 25 points by 2024</p>
<p>Measurable Outcome for Action Step #7:</p> <p>Increase the % of English Language Learners (ELLs) achieving SBAC met/exceeded status</p>	<p>English - 76.3 points below standard (CA Dashboard)</p> <p>Math - 96.1 points below standard (CA Dashboard)</p>	Data not yet available for 2022 SBAC	TBD Year 2	TBD Year 3	<p>Increase to 40% meeting standards by 2024</p> <p>English: Increase by 25 points for students meeting standards</p>

<p>Measurable Outcome for Action Step 8:</p> <p>Increase the percentage of English Language Proficiency Assessments for California (ELPAC) students who achieve moderate/well status</p>	<p>37.5% of students achieving moderate/well status in 19-20</p>	<p>79% of students achieving moderate/well status in 20-21</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>90% of ELs will make at least one year of progress by 2024.</p>
<p>Measurable Outcome for Action Step 9:</p> <p>Maintain or Increase EL reclassification rate</p>	<p>39.5% - 48 EL students / 19 reclassified in year 2020-2021</p>	<p>42% - 61 students/ 26 reclassified in year 2021-2022</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>46% of ELs reclassified each year</p>
<p>Measurable Outcome for Action Step 10:</p> <p>Increase AP pass rate by 12%</p>	<p>63% of students in 2021 passed AP exams with a 3 or higher</p>	<p>Based on the Four-Year Cohort Rate, 26.3% of students passed AP exams with a 3 or higher</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>75% of students will pass with a 3 or higher</p>
<p>Measurable Outcome for Action Step 11:</p> <p>Increase graduation rate in CALPADS by 2.4%</p>	<p>93.6% (California Dashboard)</p>	<p>87.4% (19-20) 89.3% (20-21)</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>95% of students will graduate</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: CAASSP/SBAC Improvement ELA	ECR will create additional positions and roles as needed to support teaching and learning schoolwide. These may include, but are not limited to, teacher leadership, instructional, and instructional support roles. (1FTE)	\$0-fulfilled	N
2	Action 2: CAASSP/SBAC Improvement Math	ECR will create additional positions and roles as needed to support teaching and learning schoolwide. These may include, but are not limited to, teacher leadership, instructional, and instructional support roles. (1FTE)	\$0-fulfilled	N
3	Action 3: CAST/Science Improvement	Provide Science intervention, tutoring, during and after the school day to improve student achievement.	\$0-fulfilled	Y
4	Action 4: Advanced class enrollment increase	Review MAP and Classroom data and reach out to students who stand out as AP/Honors potential students	\$0	N
5	Action 5: College and Career ready students	Expose students to various careers and colleges through workshops, seminars, company/organization tours, virtual college/university tours, and possible on-campus college/university/historically black college and university (hbcu) tours	\$0	Y

6	Action 6: SPED students meets/exceeding SBAC/CAASSP	Teachers are allowed additional time to work and plan with SPED teachers to improve student learning as well as providing weekly tutoring	\$0	Y
7	Action 7: ELLs meets/exceeds SBAC/CAASSP	Support ELLs through targeting intervention and virtual tutoring opportunities	\$0	Y
8	Action 8: Increase reclassification rate	Purchase research based programs that specifically support EL learners in reading and math	\$0	Y
9	Action 9: Increase % of English learners who increase in English Proficiency as measured by ELPAC	Continue to provide in-class supports for ELs	\$0	Y
10	Action 10: Increase AP pass rate	Students will improve AP pass rates with a score of 3 or higher	\$0	N
11	Action 11: Increase graduation rate	Increase the number of students who graduate from ECR college and/or career ready	\$0	N

Goal Analysis [2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions indicated have been effective but greater fidelity due to full return to in-person instruction without restrictions will improve effectiveness.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remain the same but additional goals were added based on feedback provided from stakeholders. Metrics were adjusted based on new data, feedback, and assessment of program effectiveness.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
2	All students are provided a high quality education with equitable access to standards based instruction, innovative strategies and programs, and rigorous learning.

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School's vision is to be highly regarded for its innovative teaching methods that empowers students to be independent, determined, and compassionate global citizens who think critically, collaborate

confidently, and work passionately toward a sustainable future. This goal encompasses every aspect of the school's vision in an effort to meet the needs of all students. The academic foundation we are laying includes the full implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and equitable instruction for all students. Our students also take the NWEA MAP assessment and we measure academic growth three times per year in this way. This goal was created with closing gaps based on data from both SBAC and MAP in mind.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Measurable Outcome for Action Step #1:</p> <p>Purchase or Create an intervention curriculum to be used in all intervention classes</p>	<p>In progress - TBD (9 study skills classes)</p>	<p>In progress</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Standards-based alignment for all classes</p>
<p>Measurable Outcome for Action Step #2:</p> <p>Administer MAP assessment to incoming freshman throughout June and July 2021</p>	<p>Summer 2021 - TBD</p>	<p>Administered in Fall 2021</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>early awareness of student achievement levels in order to plan for each year</p>
<p>Measurable Outcome for Action Step #3:</p> <p>Consult with departments to provide differentiated standards-based instructional materials</p>	<p>Departments provide data outlining performance of all students as a result of new instructional materials..</p>	<p>Done through PLC course-alike groups</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Maintain the most current and beneficial instructional materials for teachers annually</p>

<p>Measurable Outcome for Action Step #4:</p> <p>Hiring tutors to support core classrooms based on schoolwide data beginning with large class sizes and</p>	<p>Approximately 20 classrooms in need of tutors</p>	<p>TBD Partially fulfilled; in-class support through Edlogical</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Tutors will provide support for student learning in large classes to improve student achievement</p>
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<p>expanding over a two year period</p>					
<p>Measurable Outcome for Action Step #5:</p> <p>Quarterly disaggregated data will be submitted to administrative directors; also department meetings will be held to discuss progress and reteaching</p>	<p>Data will be used to identify subjects and students in need of support</p>	<p>Collected through PLC process</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Data will be used for reteaching, identification of strengths and weaknesses in individual classes and course alike.</p>
<p>Measurable Outcome for Action Step #6:</p> <p>Scheduled department retreats in order to share teaching practices</p>	<p>Retreats will begin Fall 2021</p>	<p>Each department held at least one retreat day</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Foster more department collaboration for vertical and horizontal planning</p>

<p>Measurable Outcome for Action Step #7:</p> <p>Schedules of dates for additional professional development addressing support for English learners, low income, foster youth, and students with disabilities</p>	<p>0 held last year due to COVID 19 pandemic</p>	<p>Four PD sessions planned for 22-23 school year</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Ensure students are receiving FAPE to meet their instructional needs</p>
<p>Measurable Outcome for Action Step 8:</p> <p>Ongoing review, updating and modification of curriculum maps based on implementation of common core and/or NGSS standards</p>	<p>50% departments currently engage in this work</p>	<p>Majority of depts, around 75% have completed curriculum maps; two remaining departments are still working; standards review is ongoing</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>All departments have working curriculum maps</p>
<p>Measurable Outcome for Action Step 9: Study Skills classes to</p>					

Measurable Outcome for Action Step 10: Employ Bilingual Assistants to support EL students access to CCSS in all content areas for English Language Development Acquisition.	Currently have one part time support person	Employed one bilingual assistant this year	TBD Year 2	TBD Year 3	Two part-time EL assistants hired before school begins August 2022.
Measurable Outcome for Action Step 11: Teachers are highly qualified	100%	Consistent			100% highly qualified staff maintained
Measurable Outcome for Action Step 12: Reading Growth MAP	(MAP) Grade 9: 226.6 Grade 10: 227.5 Grade 12: 232.2	(MAP) Grade 9: -1 points Grade 10: +1 points Grade 12: -3 points			MAP growth has occurred in some areas and we fully expect growth in all areas
Measurable Outcome for Action Step 13: Math Growth MAP	(MAP) Grade 9: 232.7 Grade 10: 238.0 Grade 12: 250.3	(MAP) Grade 9: +4 points Grade 10: +4 points Grade 11: -1 points			MAP growth has occurred in some areas and we fully expect growth in all areas

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Targeted Intervention	Provide timely intervention with a common curriculum in the form of support classes for targeted students. (e.g.,Lexia Learning, iReady, PBIS)	\$10,000	Y
2	Action 2: Assessment of Learning	Assess students at the end of 2022 year and notify parents of how students are performing as well as programs in place to support students.	\$25,000	Y
3	Action 3: Instructional materials	Standardize instructional materials and textbooks for all subject areas.	\$1,117,397	Y
4	Action 4: Teacher Support	Increase in-class teacher support by hiring paraprofessionals and/or tutors beginning with core classes and high student populations with the intent to expand over two years.	\$460,000	Y
5	Action 5: Common Assessment	Use common assessments (formative, interim, summative) to gauge student progress. Gather data to lead and direct instruction.	\$100,000	Y
6	Action 6: Department Planning Days	Departments or Course-Alikes must host bi-annual professional development retreats focused on review of ccss, curriculum maps, vertical alignment, data analysis, development/calibrating formative assessments and implementing research based instructional strategies.	\$75,000	Y

7	Action 7: Meeting the needs of English learners, foster youth, students with disabilities, and low income.	Departments will engage in and seek professional learning opportunities to support all students with special attention to strategies to support our most at-risk populations of students. Attention to vertical and horizontal alignment and differentiation of instruction is integral to the success.	\$100,000	Y
8	Action 8: Curriculum/PLC investment	Data training to support Curriculum & Instruction to analyze school and grade level data within departments and individual teachers. Identify PLC leaders to visit classes and provide coaching and support.	\$130,000	Y
9	Action 9: Study Skills Classes	Create at least one study skills class per period to complement intervention and supplement any learning loss. Students will be identified based on their academic performance.	\$25,000	Y
10	Action 10: employ Bilingual assistants	Hire one or two bilingual assistants to further enable English learners to access the ccss and English Language Development standards.	\$50,000-\$75,000	Y
	Action 11: Highly Qualified Teachers	Continue to maintain 100% highly qualified teachers at ECR	\$0	Y
	Action 12: Reading MAP Growth	Implement NWEA MAP Reading test three times annually as internal assessment and use data to inform instruction	\$0	Y

	Action 13: Math MAP Growth	Implement NWEA MAP Math test three times annually as internal assessment and use data to inform instruction	\$0	Y
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Goal Analysis [2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remain the same but additional goals were added based on feedback provided from stakeholders. Metrics were adjusted based on new data, feedback, and assessment of program effectiveness.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	All students will graduate college and career ready as well as increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School places students’ preparation for colleges/universities and/or careers of high importance. We recognize that not all students will attend college/university but we advocate that those who have a desire, should be well prepared to do so after leaving ECRCHS. Since preparation is the key, this goal increases the expectations of students to challenge themselves by taking rigorous courses, teachers to expose students to rigor and higher order thinking skills, and staff to create opportunities with few barriers that lead to the specific pathways students desire.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step #1: Create one to two CTE pathways.	Currently ECR has CTE elective classes but does not have any CTE pathways.	As of 2022, ECR has three (3) Pathway	TBD Year 2	TBD Year 3	Provide more post secondary options for students who do not desire to attend college

		s			
Measurable Outcome for Action Step #2: Freshmen will have a minimum of three or more academic classes in their 9th grade schedules.	The year of 2020-2021 was the first year that we offered CP World History to our incoming 9th grade students, along with AP Human Geography and AP Environmental Science.	On track and in progress	TBD Year 2	TBD Year 3	Increased rigor and offering of higher level classes

Measurable Outcome for Action Step #3: Increase A-G completion rate by 10% over three years	The A-G completion rate for the class of 2020 was 55.9%	Current A-G completion rate was 60.8%.	TBD Year 2	TBD Year 3	Increase support for those who desire college so that they are successful
Measurable Outcome for Action Step #4: Increase dual enrollment and concurrent enrollment participation	ECR currently has one junior cohort for dual enrollment and one senior cohort for dual enrollment. Not currently tracking concurrent enrollment classes.	On track and in progress	TBD Year 2	TBD Year 3	Tracking of concurrent enrollment classes and increase of 25% for the 22-23 school year

<p>Measurable Outcome for Action Step #5: Increase enrollment of each subgroup (i.e., FRMP, Latinx and African American students) in AP classes by 7% each</p>	<p>In the fall of 2020, the % of students enrolled in at least one or more AP class by subgroup: 25% of African American Students 27% of Latin X students XX% of FRMP students</p>	<p>Overall decrease: 4.6% of African American Students 24.2% of LatinX students</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Increase outreach and interactions with subgroups (and parents) so they are aware of ECR AP offerings and the support provided to help them be successful</p>
<p>Measurable Outcome for Action Step #6: Provide 1-2 college and career focused PD trainings for the staff per school year.</p>	<p>In the year 2020-2021, there were 0 college and career focused PDs offered to the staff.</p>	<p>College Counselors presented one PD training this year.</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Collaborate with staff to increase awareness of college/career options</p>
<p>Measurable Outcome for Action Step #7: Increase # of students who earn the seal of biliteracy by 15%.</p>	<p>132 students earned the seal of biliteracy in 2021 115 students earned the seal of biliteracy in 2022</p>	<p>Declined this year by 17 students</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>An opportunity to earn a distinction upon graduating with support from teachers and staff The number one issue that prevented students from earning the seal was the SBAC which was not mandated last year. Also scoring low on the SBAC.</p>

Measurable Outcome for Action Step #8: Continue to fund the PSAT for the 9th-11th grade students.	ECR has funded the PSAT for 9th-11th graders.	Fully funded	TBD Year 2	TBD Year 3	Cover the cost to all students so that PSAT testing is accessible to all students
Measurable Outcome for Action Step #9: Quarterly after hour events hosted by counselors and weekly extended hours to meet with counselors.	In the year 2019-2020, counselors offered weekly extended hours but were not able to do so in the year 2020-2021 due to COVID.	Counseling hours were offered one day a week for parents and students Year 1	TBD Year 2	TBD Year 3	Be available to parents and students after general work hours to answer questions and increase contact.
Measurable Outcome for Action Step #10: Increase to at least 9 academic counselors.	ECR currently has 7 academic counselors with an average caseload of about 480 students.	Hired three additional academic counselors Year 1	TBD Year 2	TBD Year 3	Lower counselor caseload thereby allowing counselors the opportunity for more one on ones. Average caseload has gone from 480 to 360

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Action 1: Develop and enhance CTE curricula	Continue to enhance our CTE Pathways. We currently we have three pathways: Woodworking, Culinary Arts and Arts , Media and Entertainment	\$130,000	Y
2	Action 2: Increase Rigor	Enhance Rigor in 9th grade. (including, but not limited to the addition of a college preparatory science, world history, or world language course)Starting in Fall 2022 All 9th grade students take at least one of these.	\$50,000	Y
3	Action 3: Prioritize A-G Completion rate	Increase A-G completion rate for all students with special attention to our subgroups. The AA coordinator and Latin X coordinator meet with students one on one and in groups to discuss A-G.	\$40,000	Y

4	Action 4: Increase college/university partnerships	Increase collaboration with colleges and universities by increasing the number of students enrolled in our dual enrollment program and concurrent enrollment classes. We have continued stable enrollment in our Dual enrollment program. We need a process to collect concurrent enrollment documentation.	\$0 (included in materials budget)	N
5	Action 5: Expand AP services	Expand student support, access, and equity to AP classes, identified by AP potential, focusing on the most vulnerable student populations. AA and Latin X coordinator meet one on one and in groups with these populations. AP Expo night each school year.	\$30,000	Y

6	Action 6: Professional Development	Continue to provide meaningful, relevant, and up-to-date training and professional development to promote a college going culture and/or career exploration to help teachers, counselors, and administrators understand the college admissions landscape. College Clips. College Counselors meeting with departments	\$77,250	Y
7	Action 7: Biliteracy	Continue and increase number of students who qualify for the state Seal of Biliteracy with a focus on the importance of state testing and earning a 3 or higher.	\$0	N
8	Action 8: PSAT Funding	Continue to fund the PSAT for 9th-11th grade students.	\$40,000	Y
9	Action 9: After-hours Counseling Services	Provide more after hours services for families to attend informational meetings regarding A-G college admissions and other college topics. Additional counselor hours during programming season and over the summer .	\$15,000	Y
10	Action 10: Early identification of students not meeting A-G	Utilize the D/F report to identify students to enroll in our Study Skills/intervention classes. Counselors will conduct parent outreach including info on intervention, tutoring and summer school options.	N/A	Y

Goal Analysis [2022-2023]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle..

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remain the same but additional goals were added based on feedback provided from stakeholders. Metrics were adjusted based on new data, feedback, and assessment of program effectiveness.

Goal 4

Goal #	Description
4	Provide a safe, more inclusive, and culturally competent learning environment through targeted efforts that support students of color, students experiencing opportunity gaps and LGBTQ+ students.

An explanation of why the LEA has developed this goal.

Here at El Camino Real Charter High School, we want to more adequately promote safe spaces where students can speak openly and explore assumptions about issues related to race, class, culture, gender, religion, etc. Further, we want our staff to learn and implement strategies for creating classrooms that are culturally inviting to all. We want underrepresented groups to feel empowered and encourage a celebratory approach to culture and history.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Measurable Outcome for Action Step 1:</p> <p>Create a calendar for equity professional development for staff</p>	<p>In progress 50%</p>	<p>PDAC planned a Cultural Proficiency & Awareness session to be delivered on October 27, 2021 but it was canceled by the presenter with short notice.</p> <p>Trauma Informed Educator professional development organized by Ms. Clark and funded by the Educator Effectiveness Block Grant. This was an optional 3-part series on the following dates: 3/24, 3/25, 3/30, 3/31, 4/11 .In Spring 2022 PDAC</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Consistent and on-going professional development that create more awareness of interactions and sensitivity to diverse communities</p>

		<p>created a 3 part series for Safe Spaces and Restorative Practices that were instrumental ; however, long-term equity professional development is still in the planning stage by PDAC.</p>			
<p>Measurable Outcome for Action Step2: Monthly social emotional events calendar</p>	<p>Create community and staff events promoting wellness</p>	<p>The Wellness Center has been established and the counselors have created social emotional opportunities for students for every day of the week including “Flexible Pathways”, “Secrets to Success”, “Young Royals”, “Lunch and Chat”, “Art and Soul, and “Active Minds.” For example, “Secrets to Success” on Mondays discusses time management, stress management, school connectedness, and social media. Counselors also send out “Real Talk” to</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Workshops and events that improve mental health for staff and students</p>

		teachers and students where it outlines topics of the months with resources for socio-emotional issues.			
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<p>Measurable Outcome for Action Step 3:</p> <p>Increase awareness of parent groups and facilitates communication among all stakeholders via ECR communication platforms</p>	<p>Identification of at risk students and their parents.</p>	<p>A weekly newsletter is sent to all families</p> <p>The updated website contains a "Families" tab linked to pages for parent groups such as FOECR, RISE, Padres Latinos.</p> <p>Access to Aeries & Canvas through Parent Portal</p> <p>FOECR hosts coffee with the ED. A Parent University will be held 6x per academic year to provide information, receive input and feedback on school policies, procedures, academics, and parenting support/training.</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Consistent communication between parents and school to increase student achievement.</p>
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<p>Measurable Outcome for Action Step 4: Administer staff school equity and school climate surveys as well as develop a DEI plan</p>	<p>Initial stages; no progress at this time</p>	<p>Initial stages; no progress at this time</p>	<p>TBD</p>	<p>TBD</p>	<p>Development of DEI plan and surveys input with full implementation</p>
<p>Measurable Outcome for Action Step 5: Administrative Directors in conjunction with teachers leaders (i.e, coordinators and coaches) will conduct Student Roundtables and Town Halls to promote diversity, equity and inclusion a</p>	<p>Initial stages; no progress at this time</p>	<p>Initial stages; no progress at this time</p>	<p>TBD</p>	<p>TBD</p>	<p>Roundtables discussions will allow leaders to stay abreast of and assess school needs by allowing students a voice</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Equity Training	Offer ongoing equity based training and professional development in culturally responsive teaching to all staff.	\$20,000	Y

2	Cultural Workshops & Experiences	Provide culturally based motivational workshops, learning experiences, field trips, and assemblies, or clinics utilizing in house and outside professionals to meet social emotional needs of learners and staff.	\$25,000	Y
3	Underserved Parent Groups	Maintain active status of parent and student groups that represent students experiencing opportunity gaps.	\$ 0	Y
4	Equity Advisory Committee Expansion & School Plan	Promote the Equity Advisory Committee's student survey and have students be given designated time to complete Create a staff survey similar to the student survey. Create lists of conferences and professional development opportunities the center equity that educators and staff can attend for pay. Purchase and/or create posters, artwork, signs, books, instructional materials,,etc. for representation of subgroups throughout the school and especially in classrooms	\$30,000	Y
5	Student Roundtables	The administrative team will meet monthly with various student clubs in order to hear feedback and action steps to ensure a more inclusive environment.	\$2,500	Y

Goal Analysis [2022-2023]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Three major professional development sessions were planned for 2021-2022 although only two were implemented due to unforeseen circumstances. Two of the three offerings were provided during school hours while another option was a series for afternoons, weekends, and evenings. Due to COVID, many professional development sessions were needed to deal with safety protocols and best practices. The Wellness Center has been established. Action step 2 was implemented and the events have been successful.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences in the current year, subject to final expenditures being made.

An explanation of how effective the specific actions were in making progress toward the goal.

Twenty-eight educators took part in the Trauma Informed Educator option for professional development. 40 educators attended the Safe Spaces training. Safe Spaces had an impact on teachers and more teachers have begun outward displays of inclusion in their classroom.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The first goal had substantial progress in terms of implementing equity professional development; however, more is needed as a long-term plan PDAC has been established and will continue planning for the 2022-2023 year. There will be a recommendation for inclusive language in syllabi at the beginning of the school year.

Goal 5

Goal #	Description
5	All parents of the school community will have increased, authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making.

An explanation of why the LEA has developed this goal.

ECRCHS wants to improve and/or increase the parent participation and engagement in their children's learning process in preparation for high school and beyond. We believe that better communication amongst the school community serves to increase academic achievement overall. Parents as partners is a concept we want to live by at El Camino Real Charter High School. Research shows that parent involvement improves student academic achievement as well their motivation to succeed. The school, as well, is an integral part of this process and therefore must create steps to improve opportunities for stakeholders to communicate and participate through feedback, surveys, meetings, and events that build a community of support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>Measurable Outcome for Action Step 1:</p> <p>Meeting logs; newsletter and website postings</p>	<p>Attendance at current meeting</p>	<p>Twenty-two newsletters sent this school year</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Keep parents regularly informed of school initiatives, events, decisions, meetings, academics, athletics, etc</p>
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<p>Measurable Outcome for Action Step 2:</p> <p>Planned meeting dates with Instructional Cabinet; Agendas</p>	<p>Committee of 7 is currently formed</p>	<p>Seven Instructional Cabinet meetings held this year</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Allow teacher leaders an opportunity to hear directly from parents as it relates to instruction</p>
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Measurable Outcome for Action Step 3: Use of current communication systems to send parent notifications via text	0% parents receiving text messaging communications from ECRCHS	Text messaging is going out of 100% but we need to validate if it is reaching all parents Year 1	TBD Year 2	TBD Year 3	100% of parents receiving text messaging communications
Measurable Outcome for Action Step 4: School creates a “How to	28% parents signed up for Canvas	TBD Year 1	TBD Year 2	TBD Year 3	100% of parents are signed up for a Canvas account

sign up for Canvas?” Loom video placed on homepage	Account (get actual number)				
Measurable Outcome for Action Step 5: Hiring of Social Media/Outreach/Marketing position	Position not currently filled; 0% toward goal attainment	To be hired Fall 2022	TBD Year 2	TBD Year 3	1 marketing coordinator is hired; 100% filled

<p>Measurable Outcome for Action Step 6:</p> <p>All enrolled parents for 2021-2022 will be prompted to create, update, and verify Aeries account during Welcome Week and other events</p>	<p>Increase in number of parents reporting being able to access Aeries</p>	<p>In progress</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Easily access students grades and other pertinent information</p>
<p>Measurable Outcome for Action Step 7: Develop and implement a comprehensive student attendance plan</p>	<p>Regular data analysis to identify issues early and Increased focus on chronic absentee students to monitor and track progress</p>	<p>Attendance system update in progress Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Track student attendance and create an early alert system where all stakeholders are notified of potential chronic absenteeism</p>

Actions

<p>Action #</p>	<p>Title</p>	<p>Description</p>	<p>Total Funds</p>	<p>Contributing</p>
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1	Chat with Directors	Continue hosting Chat with the Directors on a monthly basis. Will return to in-person meetings beginning fall 2022.	\$ 2,500	Y
2	Parent Group Collaboration and input in programs for all students (including low income, foster youth, EL and students with disabilities)	Invite parent groups to some Instructional Cabinet and other meetings to share pertinent information and build school home relationships. In addition parents are invited to the School Site Council, LCAP, PAC and other meetings throughout the year. We also have our RISE parent group and Padres Latinos parent group that meet monthly.	\$ 0	N
3	School to Home Communications	Provide text messaging and other types of communications for parents and staff. Streamlined newsletter, text and phone call.	\$15,000	Y
4	Canvas Parent Signup	Increase parent engagement and education on Canvas/Canvas app by making this part of enrollment/ orientation .	\$0	N
5	Attendance Notifications	Streamline attendance notifications and protocols for absenteeism	\$50,000	
6	Marketing Initiatives	Hire Marketing coordinator. ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media.	\$125,000	Y
7	Aeries Parent Connection	Increase parent usage and presence on Aeries in order to improve interaction by making this part of enrollment/orientation .	\$0	N

Goal Analysis [2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remain the same but additional goals were added based on feedback provided from stakeholders. Metrics were adjusted based on new data, feedback, and assessment of program effectiveness.

Goal 6

Goal #	Description
6	Provide specific support and sufficient and optimal equipment to meet social- emotional, mental health, and physical needs of all students.

An explanation of why the LEA has developed this goal.

Goal 5 was developed to support the whole student by creating a safe and nurturing environment at school at which students can learn and grow. As students were returning from isolation after COVID, the school staff wanted to be prepared to help students with various issues and increase school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 21-22 Outcome	Year 2 22-23 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step 1: Onboarding of a 2nd PSW	0% position is currently unfilled	09/21-12/21 we had a 2nd PSW but since 1/21 we have 1 PSW	TBD Year 2	TBD Year 3	Provide on-site mental health services and support for students

<p>Measurable Outcome for Action Step 2</p> <p>Daily and weekly support services will be offered in the wellness center.</p>	<p>T-30 has been designated for the wellness center.</p>	<p>Daily Lunch groups are offered in the wellness center and SSPT meetings are held there</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Privacy and a safe space for students and staff to receive mental health support and services</p>
<p>Measurable Outcome for Action Step 3: Maintain an expulsion rate of 0%</p>	<p>Current expulsion rate is 0%</p>	<p>Maintained 0% expulsion rate</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	
<p>Measurable Outcome for Action Step 4: Maintain a dropout rate of 5% or less</p>	<p>2.2% in 2020 ;</p>	<p>5.45% in 2021</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	
<p>Measurable Outcome for Action Step 5: Attendance Rate</p>	<p>20-21 attendance rate is 96.57%</p>	<p>Maintained attendance rate</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	

Measurable Outcome for Action Step 6: Chronic Absenteeism rates	No data available in 19-20 due to covid 19.	Chronic absenteeism rate is 9.6%	TBD Year 2	TBD Year 3	
Measurable Outcome for Action Step 7: Suspension rate	Baseline suspension rate was less than 1%	Current suspension rate is 0%	TBD Year 2	TBD Year 3	
Measurable Outcome for Action Step 8: Identification of students and Training schedule	Students have been identified by the PSW.	Students are interested in being Peer Counselors but we are looking into creating an office space in the Wellness Center for confidentiality purposes when a PSW needs to meet privately with students.	TBD Year 2	TBD Year 3	Select potential student peer counselors and create dedicated space for student peer counselors in Wellness Center
Measurable Outcome for Action Step 9: Yearly trainings	New initiative; all teachers and staff	We offered a 3 series restorative practices	TBD Year 2	TBD Year 3	Expose staff to training that will allow them to effectively support

<p>offered to staff members for to support student wellness, behavior, and mental health.</p>	<p>will attend (approx 175)</p>	<p>series for staff (cost: \$1,950); we offered a trauma informed educators training to staff (cost: TBD); we provided a community circle intro activity to all staff at the start of the year (free from PDAC); and we are budgeting for a SEL series for August along with PBIS (cost: \$7,500)</p>			<p>student behaviors</p>																														
<p>Measurable Outcome for Action Step 10: Decrease student tardy behavior to periods 2-6.</p>	<p>Connect excessive tardies to school events with review by various staff members</p>	<p>Fall 2021 tardy data by period:</p> <table border="1" data-bbox="863 1141 1087 1401"> <thead> <tr> <th>P</th> <th>P</th> <th>P</th> <th>P</th> <th>P</th> </tr> <tr> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>2</td> <td>2</td> <td>7</td> <td>8</td> <td>6</td> </tr> <tr> <td>8</td> <td>2</td> <td>3</td> <td>8</td> <td>9</td> </tr> <tr> <td>3</td> <td>7</td> <td>5</td> <td>7</td> <td>0</td> </tr> </tbody> </table>	P	P	P	P	P	2	3	4	5	6	3	3	2	3	2	2	2	7	8	6	8	2	3	8	9	3	7	5	7	0	<p>TBD 2</p>	<p>TBD 3</p>	<p>Develop a tardy notification and consequence system during 22-23 school year</p>
P	P	P	P	P																															
2	3	4	5	6																															
3	3	2	3	2																															
2	2	7	8	6																															
8	2	3	8	9																															
3	7	5	7	0																															

Measurable Outcome for Action Step 11: Order new functional classroom furniture and materials to support all student learning	List of teachers who have requested new furniture	Furniture was ordered pre-pandemic to upgrade classrooms. We will restart Fall 2023.	TBD Year 2	TBD Year 3	10-15 classes per year receive new furniture based
Measurable Outcome for Action Step 12: Maintain clean, safe facilities that are in good repair	School is in good repair as evidenced on FIT report	Will be assessed in 22-23	TBD Year 2	TBD Year 3	Continue to maintain facilities in good repair

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Mental Health Support	Add a second Psychiatric Social Worker (PSW) to provide increased mental health support on campus	\$138,000	Y
2	Create Wellness Center	Further develop the on-campus wellness center to provide a safe and welcoming space for students, parents, and staff to meet their social-emotional needs, reduce stigma related to mental health needs, and provide resources	\$30,000	Y

3	Expulsion Rate	Maintain zero expulsion rate by using restorative justice practices to keep students in school	\$0	N
4	Drop Out Rate	Maintain low dropout rate with goal of reaching zero by providing students with alternative methods such as Independent Study, Alternative Education, and use of restorative justice practices to keep students in school	\$0	N
5	Attendance Rate	ECR will promote improved student attendance through prompt parent contacts and utilization of on-campus resources to help students	\$0	N
6	Absenteeism Rate	Decrease the chronic absenteeism rate (320 students chronically absent out of 3564)	\$0	N
7	Suspension Rate	Continue to implement restorative justice practices to counter at-home suspensions	\$0	N
8	Psychological First Aid Training	Train student/peers in psychological first aid to provide peer support in the Wellness Center	\$10,000	Y
9	SEL and Restorative Justice Training to Staff	Provide training to staff on social emotional learning and restorative practices.	\$10,000	Y

10	Supervision and Safety	Increase adult supervision of students on campus by hiring necessary positions to create a safe campus that is conducive to learning and maximizing instructional minutes.	\$100,000	Y
11	Functional Furniture	Provide new furniture for all classrooms	\$500,000	Y
12	Safe and secure facilities	Our facilities are safe and secure for students. The Facilities Inspection Tool (FIT) is utilized each year.	0	N

Goal 7

Goal #	Description
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7	Provide support and optimal equipment to meet the discipline and attendance needs of all students.
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An explanation of why the LEA has developed this goal.

Goal 7 was developed because after returning to in-person instruction, the staff noticed that discipline incidents and attendance issues have increased.
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Measuring and Reporting Results

Metric	Baseline	Year 1 21-22 Outcome	Year 2 22-23 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>Measurable Outcome for Action Step 1:</p> <p>Develop a clear discipline referral process</p>	<p>Hand written referrals as well as an online referral forms are currently being used.</p>	<p>Hand written referrals being used with some guidance on how and when to use them.</p>	<p>Use online referral form; collect data from referral form and clarify when and how to use the form.</p>	<p>Referral form only online with full access to subs</p>	<p>Use the referral form data to create a dashboard for the Dean's office that helps track the number of students that are being sent to the Deans office and the reason why</p>
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<p>Measurable Outcome for Action Step 2</p> <p>Develop and implement a comprehensive student attendance plan</p>	<p>Attendance guidelines created by attendance office and communicated to stakeholders</p>	<p>Educate staff and families regarding attendance and consequences for excessive absences and tardies</p>	<p>Develop an online program that tracks chronic absenteeism, early leaves, and tardies. Use data to implement intervention strategies for students having issues with absences.</p>	<p>The Intervention Team will use the data from the attendance office to help support students and staff. The Intervention team will also be part of the attendance plan.</p>	<p>Streamline attendance plan that allows for a student to get support from multiple staff members when struggling with attendance issues.</p>
<p>Measurable Outcome for Action Step 3:</p> <p>Relocate the Dean's office</p>	<p>Located in the main hallway close to the entrance</p>	<p>Look for possible locations to relocate the Deans office in order to provide more privacy to students needing behavior support</p>	<p>Start the relocation process by mapping out location and needs of the Dean's office</p>	<p>Finish relocation of the Dean's Office</p>	<p>Relocate the Dean's office to a location that provides privacy for students and the space necessary to provide families and students with services that support their behavior and discipline needs.</p>
<p>Measurable Outcome for Action Step 4:</p> <p>Collaboration between the Deans and the Counselors to discuss and</p>	<p>Collaboration between the counselors and Deans when requested by the parent and/or student</p>	<p>PBIS training to help the counseling and dean's office collaborative efficiently</p> <p>Reduce number of office referrals by 1%</p>	<p>Create PBIS team with at least one Dean and one Counselor</p> <p>Reduce number of office referrals by 2%</p>	<p>TBD</p>	<p>Constant communication and collaboration between both office to help students behavior needs</p> <p>Reduce number of office referrals by 3%</p>

create strategies that can help students who are struggling with behavior issues.					
<p>Measurable Outcome for Action Step 5:</p> <p>Work with the design team to update parts of our school to create an inviting space in the Dean's office for students and their families</p>	Dean's Office is located in the main hallway with original set up.	Discuss what are the needs of the Dean's office to start creating a place that is also inviting and calming for students who are needing extra behavior support.	Find a new location for the Dean's office that allows for an inviting place to be creating while also providing privacy and support to students and their families.	Complete the move for the Dean's Office.	New furniture and a new set up that allows for students and the families to feel welcomed and calm in the Dean's office while the necessary support is being provided.
<p>Measurable Outcome for Action Step 6:</p> <p>Collaboration with the Intervention Team to develop an attendance plan</p>	Dean's attending the Intervention Meetings and providing feedback.	Invite the Attendance Coordinator/Clerk to the monthly Intervention meetings along with the Dean's to provide the necessary feedback regarding excessive absences and	<p>The intervention team will also meet with students who are having attendance and tardie issues.</p> <p>Reduce chronic absenteeism and tardies by 3%</p>	Reduce chronic absenteeism and tardies by 4%	<p>Create multiple check point that allows for a student who is struggling with attendance to have multiple areas of support throughout the year.</p> <p>Reduce chronic absenteeism and tardies by 5%</p>

		<p>tardies.</p> <p>Reduce chronic absenteeism and tardies by 2%</p>			
<p>Measurable Outcome for Action Step 7:</p> <p>Track student attendance and create an early alert system where all stakeholders are notified of potential chronic absenteeism</p>	<p>ADS program created by Tech Department. Emails sent to families when students are absent.</p>	<p>Alert parents when a student is absent per period and/or whole day via email and phone call.</p> <p>Reduce chronic absenteeism and tardies by 2%</p>	<p>Add text messages to alert parents when their student is not in class.</p> <p>Reduce chronic absenteeism and tardies by 3%</p>	TBD	<p>Have an alert system in place to alert parents when their students are not in class or absent for the entire day that includes emails, texts, and/or phone calls.</p> <p>Reduce chronic absenteeism and tardies by 5%</p>

Goal Analysis [2022-2023]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle..

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remain the same but additional goals were added based on feedback provided from stakeholders. Metrics were adjusted based on new data, feedback, and assessment of program effectiveness.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.08%	\$169,911

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

This section represents evidence of implementation of interventions and supports designed to meet the learning needs of all students, including socio-economically disadvantaged/students eligible for free and reduced-price meals, English Language Learners and implementation of the school's Master Plan for English Learners, and programs and activities target to meet the needs of our homeless/foster youth students.

All ECRCHS students, including all subgroups, have access to all the intervention and support programs offered at the school. These include:

- After school Math classes for all students failing at the Spring 20-week report card
- After school Math Department tutoring
- Peer tutoring (P.E.T.S.) Monday through Thursday at lunch
- After school Health and Electives

- We offer a variety of electives courses through Cyber High.

- Study skills classes

- Study Skills classes are offered throughout the day and period 7, after school, for credit.

- Referral to the Intervention Coordinators. We have one school-wide Intervention Coordinator and one for each of the subgroups, Latino, African American, and LGBTQ.
- Many teachers offer tutoring before school, during lunch, and after school.
- ECR FLEX Alternative Education and Independent Study Programs
- Cyber High: All subjects except science are offered after school.

The counselors and the intervention coordinators log SSPT meetings & agreed upon intervention strategies offered into Aeries and monitor progress during individual programming sessions and throughout the year as needed. The counselor and intervention coordinators also make parent contact for students who are not responding to extra academic intervention.

Students needing a different learning environment from the one offered in our general program have access to our unique ECR FLEX Alternative Education Program. This program is based on the Continuation School model and allows students to work at their own pace and receive more individualized help. The program is three tiered, offering a full-time, pass-thru (up to 3 classes), and period 7 Cyber High scheduling options.

Students who are unable to attend school on a regular basis have access to our Independent Study Program. Although the reason for needing a nontraditional educational setting varies, most students enroll due to medical issues, family crisis and matters related to socioeconomics. This program allows flexibility in the student's schedule. Students trade classwork in school for classwork at home. Students enrolled in this innovative program are assigned a Master teacher who meets with them each week. The Master teacher is their mentor, checking homework, and facilitating communication between the High Qualified teacher of each subject. In addition to meeting with their Master teacher, Independent Study students are encouraged to come as needed and sit in the subject classroom for any assistance with courses assigned. We currently have three full time, and two part-time, Master teachers. Additionally, there are designated times during the week for small group help in science, math, and English. All Independent Study students are encouraged to attend these sessions in addition to their weekly allotted time with their Master Teacher.

Teachers are periodically reminded of the various interventions offered at the school at professional development meetings. The administrator in charge of ECR FLEX starts each school year with a recap of the successes and data related to the various interventions. This also includes the referral process and any new programs added. In the spring semester students from the various programs address the faculty.

ECRCHS offers a Summer Bridge/Transition program for incoming 9th graders who struggled in Math and English. The class provides a mathematics course and a study/literacy skills course. These courses focus on academic learning and include activities on team building, personal development and group projects that help students have a successful transition from middle school to high school.

English Language Learners

In Fall 2020, we implemented an Adv ELD class for our EL and LTEL students. This new class follows LAUSD's Master Plan. The course supports core classes at an accessible reading level for students so that language and literacy skills directly support the students' skill development. It also incorporates daily practice in developing oral and written academic discourse through carefully planned and implemented interactive activities. When students struggle, the teacher works with the student's other teachers (learning lab approach). The class is taught by the EL Coordinator who is also an English teacher and one bilingual college tutor.

The following list outlines additional supports provided for our English Learners:

- Counselors are given spreadsheets of their EL and RFEP students along with English and Math final marks each semester.
- Each semester the administrator in charge of EL and RFEPs meet with the counseling staff to verify that all the students are being monitored and intervention is offered throughout the school year.
- At the beginning of each semester, English teachers, and Math teachers are given the prior year's final grade in their field. This allows a better focus on the struggling students.
- The EL coordinator meets with all departments during Department PD time to further understand the needs of the EL population. Additional support or professional development is planned according to their input.
- We have added monthly Language Appraisal Team, LAT, meetings to our school calendar. The group is comprised of all department chairs, instructional coaches, intervention coordinators, EL coordinator and administration. Primary purpose of LAT is to learn and discuss strategies for implementing ELD standards and literacy for our EL students throughout the curriculum.
- Language fluency is identified on all class attendance sheets.
- Monthly ELAC meetings discuss with parents the academic interventions that are available to their students.
- Since laptops are given to every student at El Camino, this allows translation and reading levels for our EL

Students.

- One of our Assistant Principals and the Executive Director are our bilingual liaisons for Spanish speaking parents. We have a math teacher who can help us with Farsi speaking parents.

In addition to all supports described in this section, our low-income students have access to the following unique supports:

- Bus passes are purchased by the school to improve attendance.

- Although all students here receive a laptop while they attend ECR, library hours with Wi-Fi accessibility were added to target this population.

- FRPM students are eligible for a free Hot-Spot WIFI device.

- PE uniform and school supplies are provided when needed.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

For English learners, we are expanding targeted services including increased professional development offerings to enhance all teachers' understanding of student needs who are learning language and content acquisition. For Foster Youth, our Foster Youth liaison will monitor academic progress and connect students and parents/guardians with resources and supports needed to assist throughout the year. For low income students, support and programs are available within the school setting as well as around the school community. These actions include intervention programs, social emotional services, college and career readiness workshops and activities, community service opportunities to help students overcome barriers.

Two years ago, we established a Homeless/Foster/Migrant Youth Liaison who works with LAUSD to coordinate extra services for those students who require it. Additionally, our school entered into an MOU to provide Mental Health Services to our Title I, Foster, and group home students.

Students who are homeless or are in foster care and are having difficulty attending school on a regular basis due to home environment circumstances are given the option of Independent Study with the extra support of coming to school and sitting in a class whenever they can. School supplies, PE uniform, bus passes are also provided if needed.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 21,817,178	\$ 1,719,645	\$ 4,772,219	\$ 2,702,974	31,012,016	\$ 23,561,368	\$ 7,450,648

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	CAASSP/SBAC Improvement ELA	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	2	CAASSP/SBAC Improvement Math	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	3	CAST/Science Improvement	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Advanced class enrollment increase	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	5	College and Career ready students	All	\$ 1,076,417	\$ -	\$ -	\$ -	\$ 1,076,417
1	6	SPED students meets/exceedung SBAC/CAASSP	All	\$ -	\$ -	\$ -	\$ 1,494,625	\$ 1,494,625
1	7	ELLs meets/exceeds SBAC/CAASSP	EL	\$ -	\$ -	\$ -	\$ -	\$ -
1	8	Increase reclassification rate	EL	\$ -	\$ -	\$ -	\$ -	\$ -
1	9	Increase % of EIs who increase in English proficiency by ELPAC	EL	\$ -	\$ -	\$ -	\$ -	\$ -
1	10	Increase AP pass rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	11	Increase graduation rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Purchase/Create Intervention Curriculum	All	\$ 25,000	\$ -	\$ -	\$ 10,000	\$ 35,000
2	2	Administer MAP assessment to incoming freshman	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
2	3	Provide differentiated standards-based materials	All	\$ 1,327,885	\$ 729,364	\$ -	\$ 592,250	\$ 2,649,499
2	4	Hire tutors to support classes	All	\$ -	\$ 554,300	\$ -	\$ -	\$ 554,300
2	5	Data to inform instruction	All	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
2	6	Department curriculum planning retreats	All	\$ -	\$ 75,000	\$ -	\$ -	\$ 75,000
2	7	Professional development to support EIs, low income, foster youth, and students with disabilities	Unduplicated	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
2	8	Curricular updates and review	All	\$ 156,650	\$ -	\$ -	\$ -	\$ 156,650
2	9	Study Skills classes	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	10	Hire Bilingual Assistants	EL	\$ 266,000	\$ -	\$ -	\$ -	\$ 266,000
2	11	Highly qualified teachers	All	\$ 15,862,971	\$ -	\$ 4,747,219	\$ -	\$ 20,610,190
2	12	Reading Growth MAP	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	13	Math Growth MAP	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Develop/Enhance CTE curricula	All	\$ 193,830	\$ 130,000	\$ -	\$ -	\$ 323,830
3	2	Increase Academic Rigor	All	\$ -	\$ 50,000	\$ -	\$ -	\$ 50,000
3	3	Prioritize A-G Completion rate	All	\$ -	\$ 40,000	\$ -	\$ -	\$ 40,000
3	4	Increase college/university partnerships	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	5	Expand AP services	All	\$ -	\$ 30,000	\$ -	\$ -	\$ 30,000
3	6	Professional development	All	\$ -	\$ -	\$ -	\$ 77,250	\$ 77,250

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 21,817,178	\$ 1,719,645	\$ 4,772,219	\$ 2,702,974	31,012,016	\$ 23,561,368	\$ 7,450,648

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	Biliteracy	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	8	PSAT Funding	All	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
3	9	After-hours counseling	All	\$ -	\$ 18,075	\$ -	\$ -	\$ 18,075
3	10	Early identification of students not meeting A-G	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	1	Equity Training	All	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000
4	2	Cultural Workshops & Experiences	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
4	3	Underserved Parent Groups	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	4	Equity Advisory Committee Expansion & Plan	All	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
4	5	Student Roundtables	All	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
5	1	Chat with Directors	All	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
5	2	Parent Collaboration	All	\$ -	\$ -	\$ -	\$ -	\$ -
5	3	School to Home Communications	All	\$ 145,442	\$ -	\$ -	\$ -	\$ 145,442
5	4	Canvas Parent Signup	All	\$ -	\$ -	\$ -	\$ -	\$ -
5	5	Attendance Notifications	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
5	6	Marketing Initiatives	All	\$ 133,000	\$ -	\$ 25,000	\$ -	\$ 158,000
5	7	Aeries Parent Connection	All	\$ -	\$ -	\$ -	\$ -	\$ -
6	1	Increased Mental Health Support	All	\$ 138,000	\$ -	\$ -	\$ 200,000	\$ 338,000
6	2	Create Wellness Center	All	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
6	3	Expulsion Rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
6	4	Drop Out Rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
6	5	Attendance Rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
6	6	Absenteeism Rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
6	7	Suspension Rate	All	\$ -	\$ -	\$ -	\$ -	\$ -
6	8	Psychological First Aid Training	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
6	9	SEL and Restorative Justice Training	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
6	10	Supervision and Safety	All	\$ 518,627	\$ 72,906	\$ -	\$ -	\$ 591,533
6	11	Functional Furniture	All	\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000
6	12	Safe and secure facilities	All	\$ 1,148,356	\$ -	\$ -	\$ 228,849	\$ 1,377,205

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 38,575,151	\$ 2,479,078	6.43%	0.00%	6.43%	\$ 20,668,822	0.00%	53.58%	Total:	\$ 20,668,822
								LEA-wide Total:	\$ 20,668,822
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	CAASSP/SBAC Improvement ELA	No	LEA-wide		Schoolwide	\$ -	0.00%
1	2	CAASSP/SBAC Improvement Math	No	LEA-wide		Schoolwide	\$ -	0.00%
1	3	CASI/Science Improvement	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
1	4	Advanced class enrollment increase	No	LEA-wide		Schoolwide	\$ -	0.00%
1	5	College and Career ready students	Yes	LEA-wide	All	Schoolwide	\$ 1,076,417	0.00%
1	6	SPED students meets/exceeding SBAC/CAASSP	Yes	Limited	All	Schoolwide	\$ -	0.00%
1	7	ELLs meets/exceeds SBAC/CAASSP	Yes	LEA-wide	English Learners	Schoolwide	\$ -	0.00%
1	8	Increase reclassification rate	Yes	LEA-wide	English Learners	Schoolwide	\$ -	0.00%
1	9	Increase % of EIs who increase in English proficiency by ELPAC	Yes	LEA-wide	English Learners	Schoolwide	\$ -	0.00%
1	10	Increase AP pass rate	No	LEA-wide		Schoolwide	\$ -	0.00%
1	11	Increase graduation rate	No	LEA-wide		Schoolwide	\$ -	0.00%
2	1	Purchase/Create Intervention Curriculum	Yes	LEA-wide	All	Schoolwide	\$ 25,000	0.00%
2	2	Administer MAP assessment to incoming freshman	Yes	LEA-wide	All	Schoolwide	\$ 25,000	0.00%
2	3	Provide differentiated standards-based materials	Yes	LEA-wide	All	Schoolwide	\$ 1,327,885	0.00%
2	4	Hire tutors to support classes	No	LEA-wide		Schoolwide	\$ -	0.00%
2	5	Data to inform instruction	Yes	LEA-wide	All	Schoolwide	\$ 100,000	0.00%
2	6	Department curriculum planning retreats	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
2	7	Professional development to support EIs, low income, foster youth, and students with disabilities	No	Limited		Schoolwide	\$ -	0.00%
2	8	Curricular updates and review	Yes	LEA-wide	All	Schoolwide	\$ 156,650	0.00%
2	9	Study Skills classes	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
2	10	Hire Bilingual Assistants	Yes	LEA-wide	English Learners	Schoolwide	\$ 266,000	0.00%
2	11	Highly qualified teachers	Yes	LEA-wide	All	Schoolwide	\$ 15,862,971	0.00%
2	12	Reading Growth MAP	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
2	13	Math Growth MAP	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
3	1	Develop/Enhance CTE curricula	Yes	LEA-wide	All	Schoolwide	\$ 193,830	0.00%
3	2	Increase Academic Rigor	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
3	3	Prioritize A-G Completion rate	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
3	4	Increase college/university partnerships	No	LEA-wide		Schoolwide	\$ -	0.00%
3	5	Expand AP services	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
3	6	Professional development	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
3	7	Biliteracy	No	LEA-wide		Schoolwide	\$ -	0.00%
3	8	PSAT Funding	Yes	LEA-wide	All	Schoolwide	\$ 40,000	0.00%
3	9	After-hours counseling	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
3	10	Early identification of students not meeting A-G	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
4	1	Equity Training	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
4	2	Cultural Workshops & Experiences	Yes	LEA-wide	All	Schoolwide	\$ 25,000	0.00%
4	3	Underserved Parent Groups	Yes	LEA-wide	All	Schoolwide	\$ -	0.00%
4	4	Equity Advisory Committee Expansion & Plan	Yes	LEA-wide	All	Schoolwide	\$ 30,000	0.00%
4	5	Student Roundtables	Yes	LEA-wide	All	Schoolwide	\$ 2,500	0.00%
5	1	Chat with Directors	Yes	LEA-wide	All	Schoolwide	\$ 2,500	0.00%
5	2	Parent Collaboration	No	LEA-wide		Schoolwide	\$ -	0.00%
5	3	School to Home Communications	Yes	LEA-wide	All	Schoolwide	\$ 145,442	0.00%
5	4	Canvas Parent Signup	No	LEA-wide		Schoolwide	\$ -	0.00%
5	5	Attendance Notifications	Yes	LEA-wide	All	Schoolwide	\$ 50,000	0.00%
5	6	Marketing Initiatives	Yes	LEA-wide	All	Schoolwide	\$ 133,000	0.00%
5	7	Aeries Parent Connection	No	LEA-wide		Schoolwide	\$ -	0.00%
6	1	Increased Mental Health Support	Yes	LEA-wide	All	Schoolwide	\$ 138,000	0.00%

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 38,575,151	\$ 2,479,078	6.43%	0.00%	6.43%	\$ 20,668,822	0.00%	53.58%	Total:	\$ 20,668,822
								LEA-wide Total:	\$ 20,668,822
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	2	Create Wellness Center	Yes	LEA-wide	All	Schoolwide	\$ 30,000	0.00%
6	3	Expulsion Rate	No	LEA-wide		Schoolwide	\$ -	0.00%
6	4	Drop Out Rate	No	LEA-wide		Schoolwide	\$ -	0.00%
6	5	Attendance Rate	No	LEA-wide		Schoolwide	\$ -	0.00%
6	6	Absenteeism Rate	No	LEA-wide		Schoolwide	\$ -	0.00%
6	7	Suspension Rate	No	LEA-wide		Schoolwide	\$ -	0.00%
6	8	Psychological First Aid Training	Yes	LEA-wide	All	Schoolwide	\$ 10,000	0.00%
6	9	SEL and Restorative Justice Training	Yes	LEA-wide	All	Schoolwide	\$ 10,000	0.00%
6	10	Supervision and Safety	Yes	LEA-wide	All	Schoolwide	\$ 518,627	0.00%
6	11	Functional Furniture	Yes	LEA-wide	All	Schoolwide	\$ 500,000	0.00%
6	12	Safe and secure facilities	No	LEA-wide		Schoolwide	\$ -	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 31,012,016.15	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	CAASSP/SBAC Improvement ELA	No	\$ -	\$ -
1	2	CAASSP/SBAC Improvement Math	No	\$ -	\$ -
1	3	CAST/Science Improvement	Yes	\$ -	\$ -
1	4	Advanced class enrollment increase	No	\$ -	\$ -
1	5	College and Career ready students	Yes	\$ 1,076,417	\$ -
1	6	SPED students meets/exceedung SBAC/CAASSP	Yes	\$ 1,494,625	\$ -
1	7	ELLs meets/exceeds SBAC/CAASSP	Yes	\$ -	\$ -
1	8	Increase reclassification rate	Yes	\$ -	\$ -
1	9	Increase % of Els who increase in English proficiency by ELPAC	Yes	\$ -	\$ -
1	10	Increase AP pass rate	No	\$ -	\$ -
1	11	Increase graduation rate	No	\$ -	\$ -
2	1	Purchase/Create Intervention Curriculum	Yes	\$ 35,000	\$ -
2	2	Administer MAP assessment to incoming freshman	Yes	\$ 25,000	\$ -
2	3	Provide differentiated standards-based materials	Yes	\$ 2,649,499	\$ -
2	4	Hire tutors to support classes	No	\$ 554,300	\$ -
2	5	Data to inform instruction	Yes	\$ 100,000	\$ -
2	6	Department curriculum planning retreats	Yes	\$ 75,000	\$ -
2	7	Professional development to support Els, low income, foster youth, and students with disabilities	No	\$ 100,000	\$ -
2	8	Curricular updates and review	Yes	\$ 156,650	\$ -

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 31,012,016.15	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	9	Study Skills classes	Yes	\$ -	\$ -
2	10	Hire Bilingual Assistants	Yes	\$ 266,000	\$ -
2	11	Highly qualified teachers	Yes	\$ 20,610,190	\$ -
2	12	Reading Growth MAP	Yes	\$ -	\$ -
2	13	Math Growth MAP	Yes	\$ -	\$ -
3	1	Develop/Enhance CTE curricula	Yes	\$ 323,830	\$ -
3	2	Increase Academic Rigor	Yes	\$ 50,000	\$ -
3	3	Prioritize A-G Completion rate	Yes	\$ 40,000	\$ -
3	4	Increase college/university partnerships	No	\$ -	\$ -
3	5	Expand AP services	Yes	\$ 30,000	\$ -
3	6	Professional development	Yes	\$ 77,250	\$ -
3	7	Biliteracy	No	\$ -	\$ -
3	8	PSAT Funding	Yes	\$ 40,000	\$ -
3	9	After-hours counseling	Yes	\$ 18,075	\$ -
3	10		Yes	\$ -	\$ -
4	1	Equity Training	Yes	\$ 20,000	\$ -
4	2	Cultural Workshops & Experiences	Yes	\$ 25,000	\$ -
4	3	Underserved Parent Groups	Yes	\$ -	\$ -
4	4	Equity Advisory Committee Expansion & Plan	Yes	\$ 30,000	\$ -
4	5	Student Roundtables	Yes	\$ 2,500	\$ -
5	1	Chat with Directors	Yes	\$ 2,500	\$ -
5	2	Parent Collaboration	No	\$ -	\$ -
5	3	School to Home Communications	Yes	\$ 145,442	\$ -
5	4	Canvas Parent Signup	No	\$ -	\$ -

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 31,012,016.15	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5	Attendance Notifications	Yes	\$ 50,000	\$ -
5	6	Marketing Initiatives	Yes	\$ 158,000	\$ -
5	7	Aeries Parent Connection	No	\$ -	\$ -
6	1	Increased Mental Health Support	Yes	\$ 338,000	\$ -
6	2	Create Wellness Center	Yes	\$ 30,000	\$ -
6	3	Expulsion Rate	No	\$ -	\$ -
6	4	Drop Out Rate	No	\$ -	\$ -
6	5	Attendance Rate	No	\$ -	\$ -
6	6	Absenteeism Rate	No	\$ -	\$ -
6	7	Suspension Rate	No	\$ -	\$ -
6	8	Psychological First Aid Training	Yes	\$ 10,000	\$ -
6	9	SEL and Restorative Justice Training	Yes	\$ 10,000	\$ -
6	10	Supervision and Safety	Yes	\$ 591,533	\$ -
6	11	Functional Furniture	Yes	\$ 500,000	\$ -
6	12	Safe and secure facilities	No	\$ 1,377,205	\$ -

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 20,668,822	\$ -	\$ 20,668,822	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	CAASSP/SBAC Improvement ELA	No	\$ -	\$ -	0.00%	0.00%
1	2	CAASSP/SBAC Improvement Math	No	\$ -	\$ -	0.00%	0.00%
1	3	CAST/Science Improvement	Yes	\$ -	\$ -	0.00%	0.00%
1	4	Advanced class enrollment increase	No	\$ -	\$ -	0.00%	0.00%
1	5	College and Career ready students	Yes	\$ 1,076,417	\$ -	0.00%	0.00%
1	6	SPED students meets/exceeding SBAC/CAASSP	Yes	\$ -	\$ -	0.00%	0.00%
1	7	ELLs meets/exceeds SBAC/CAASSP	Yes	\$ -	\$ -	0.00%	0.00%
1	8	Increase reclassification rate	Yes	\$ -	\$ -	0.00%	0.00%
1	9	Increase % of EIs who increase in English proficiency by ELPAC	Yes	\$ -	\$ -	0.00%	0.00%
1	10	Increase AP pass rate	No	\$ -	\$ -	0.00%	0.00%
1	11	Increase graduation rate	No	\$ -	\$ -	0.00%	0.00%
2	1	Purchase/Create Intervention Curriculum	Yes	\$ 25,000	\$ -	0.00%	0.00%
2	2	Administer MAP assessment to incoming freshman	Yes	\$ 25,000	\$ -	0.00%	0.00%
2	3	Provide differentiated standards-based materials	Yes	\$ 1,327,885	\$ -	0.00%	0.00%
2	4	Hire tutors to support classes	No	\$ -	\$ -	0.00%	0.00%
2	5	Data to inform instruction	Yes	\$ 100,000	\$ -	0.00%	0.00%
2	6	Department curriculum planning retreats	Yes	\$ -	\$ -	0.00%	0.00%
2	7	Professional development to support EIs, low income, foster youth, and students with disabilities	No	\$ -	\$ -	0.00%	0.00%
2	8	Curricular updates and review	Yes	\$ 156,650	\$ -	0.00%	0.00%
2	9	Study Skills classes	Yes	\$ -	\$ -	0.00%	0.00%
2	10	Hire Bilingual Assistants	Yes	\$ 266,000	\$ -	0.00%	0.00%
2	11	Highly qualified teachers	Yes	\$ 15,862,971	\$ -	0.00%	0.00%
2	12	Reading Growth MAP	Yes	\$ -	\$ -	0.00%	0.00%
2	13	Math Growth MAP	Yes	\$ -	\$ -	0.00%	0.00%
3	1	Develop/Enhance CTE curricula	Yes	\$ 193,830	\$ -	0.00%	0.00%
3	2	Increase Academic Rigor	Yes	\$ -	\$ -	0.00%	0.00%
3	3	Prioritize A-G Completion rate	Yes	\$ -	\$ -	0.00%	0.00%
3	4	Increase college/university partnerships	No	\$ -	\$ -	0.00%	0.00%
3	5	Expand AP services	Yes	\$ -	\$ -	0.00%	0.00%
3	6	Professional development	Yes	\$ -	\$ -	0.00%	0.00%
3	7	Biliteracy	No	\$ -	\$ -	0.00%	0.00%
3	8	PSAT Funding	Yes	\$ 40,000	\$ -	0.00%	0.00%
3	9	After-hours counseling	Yes	\$ -	\$ -	0.00%	0.00%

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 20,668,822	\$ -	\$ 20,668,822	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	10	Early identification of students not meeting A-G	Yes	\$ -		0.00%	0.00%
4	1	Equity Training	Yes	\$ -		0.00%	0.00%
4	2	Cultural Workshops & Experiences	Yes	\$ 25,000		0.00%	0.00%
4	3	Underserved Parent Groups	Yes	\$ -		0.00%	0.00%
4	4	Equity Advisory Committee Expansion & Plan	Yes	\$ 30,000		0.00%	0.00%
4	5	Student Roundtables	Yes	\$ 2,500		0.00%	0.00%
5	1	Chat with Directors	Yes	\$ 2,500		0.00%	0.00%
5	2	Parent Collaboration	No	\$ -	\$ -	0.00%	0.00%
5	3	School to Home Communications	Yes	\$ 145,442		0.00%	0.00%
5	4	Canvas Parent Signup	No	\$ -	\$ -	0.00%	0.00%
5	5	Attendance Notifications	Yes	\$ 50,000		0.00%	0.00%
5	6	Marketing Initiatives	Yes	\$ 133,000		0.00%	0.00%
5	7	Aeries Parent Connection	No	\$ -	\$ -	0.00%	0.00%
6	1	Increased Mental Health Support	Yes	\$ 138,000		0.00%	0.00%
6	2	Create Wellness Center	Yes	\$ 30,000		0.00%	0.00%
6	3	Expulsion Rate	No	\$ -	\$ -	0.00%	0.00%
6	4	Drop Out Rate	No	\$ -	\$ -	0.00%	0.00%
6	5	Attendance Rate	No	\$ -	\$ -	0.00%	0.00%
6	6	Absenteeism Rate	No	\$ -	\$ -	0.00%	0.00%
6	7	Suspension Rate	No	\$ -	\$ -	0.00%	0.00%
6	8	Psychological First Aid Training	Yes	\$ 10,000		0.00%	0.00%
6	9	SEL and Restorative Justice Training	Yes	\$ 10,000		0.00%	0.00%
6	10	Supervision and Safety	Yes	\$ 518,627		0.00%	0.00%
6	11	Functional Furniture	Yes	\$ 500,000		0.00%	0.00%
6	12	Safe and secure facilities	No	\$ -	\$ -	0.00%	0.00%

