# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Downtown College Preparatory Middle | Dr. Valerie Royaltey-Quandt<br>Managing Director of Academics | vrquandt@dcp.org<br>(408) 271-8120 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Academic Proficiency: 100% of our students will demonstrate progress towards meeting grade-level standards in core academics and language proficiency to ensure academic readiness for college. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| CA Dashboard ELA Performance- All Grades All Students | -52.0 DTS | CA State Dashboard suspended for 2021 | -90.2 DTS | -72.1 DTS | -22.0 DTS |
| CA Dashboard ELA Performance- All Grades English Learners | -76.1 DTS | CA State Dashboard suspended for 2021 | -123.2 DTS | -95.2 DTS | -46.1 DTS |
| CA Dashboard ELA Performance- All Grades Socioeconomically Disadvantaged | -57.7 DTS | CA State Dashboard suspended for 2021 | -96.3 DTS | -78 DTS | -27.7 DTS |
| CA Dashboard ELA Performance- All Grades Students with Disabilities | -129.2 DTS | CA State Dashboard suspended for 2021 | -163.4 DTS | -145.1 DTS | -99.2 DTS |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CA Dashboard ELA Performance- All Grades Hispanic/Latino | -58.4 DTS | CA State Dashboard suspended for 2021 | -93.5 DTS | -77.6 DTS | -28.4 DTS |
| CA Dashboard Math Performance1- All Students | -97.5 DTS | CA State Dashboard suspended for 2021 | -117.8 DTS | -120.5 DTS | -67.5 DTS |
| CA Dashboard Math Performance1- English Learners | -116.1 DTS | CA State Dashboard suspended for 2021 | -147.9 DTS | -140.9 DTS | -86.1 DTS |
| CA Dashboard Math Performance1- Socioeconomically Disadvantaged | • 103.5 DTS | CA State Dashboard suspended for 2021 | -123.5 DTS | -125.8 DTS | -73.5 DTS |
| CA Dashboard Math Performance1- Students with Disabilities | -169.8 DTS | CA State Dashboard suspended for 2021 | -182.9 DTS | -189 DTS | -139.8 DTS |
| CA Dashboard Math Performance1- Hispanic/Latino | -105.4 DTS | CA State Dashboard suspended for 2021 | --121.2 DTS | -127.4 DTS | -75.4  DTS |
| Local Assessment Results-ELA Grades 6-8 Meet NWEA Spring Growth Target All Students | 40% | 19.5% | 40.51% | 33% | =50% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Assessment Results-ELA Grades 6-8 Meet NWEA Spring Growth Target English Learners | 33% | 39.8% | 34.31% | 35.2% | =45% |
| Local Assessment Results-ELA Grades 6-8 Meet NWEA Spring Growth Target Socioeconomically Disadvantaged | 40% | 19% | 39.65% | 34.1% | =50% |
| Local Assessment Results-ELA Grades 6-8 Meet NWEA Spring Growth Target Students with Disabilities | 28% | 0% | 40.51% | 33.3% | =45% |
| Local Assessment Results-ELA Grades 6-8 Meet NWEA Spring Growth Target Hispanic/Latino | 40% | 18.4% | 39.92% | 28.6% | =50% |
| Local Assessment Results-Math Grades 6-8 Meet NWEA Spring Growth Target | 34% | 27.1% | 31.75% | 53% | =45% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| All Students | | | | | |
| Local Assessment Results-Math Grades 6-8 Meet NWEA Spring Growth Target<br>English Learners | 30% | 18.3% | 27.01% | 51.4% | =45% |
| Local Assessment Results-Math Grades 6-8 Meet NWEA Spring Growth Target<br>Socioeconomically Disadvantaged | 37% | 30.7% | 29.96% | 53.7% | =50% |
| Local Assessment Results-Math Grades 6-8 Meet NWEA Spring Growth Target<br>Students with Disabilities | 27% | 39.5% | 31.75% | 55.9% | =45% |
| Local Assessment Results-Math Grades 6-8 Meet NWEA Spring Growth Target<br>Hispanic/Latino | 34% | 26.9% | 30.04% | 44.4% | =45% |

# *Goal Analysis*

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.

Last year, our primary focus was on aligning our curriculum with Common Core standards, ensuring structured lesson planning, and introducing a new ELA curriculum that had been requested by our teachers. These initiatives were aimed at enhancing academic proficiency and ensuring that all students were prepared for college-level work. In our professional development sessions, we emphasized the importance of teachers being intellectually prepared for their lessons. We delved deep into the process of understanding the standards, defining clear learning goals, and developing detailed plans for instruction. By focusing on these elements, we aimed to equip our teachers with the tools and knowledge needed to effectively deliver quality instruction that aligned with grade-level standards.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures, can often be attributed to unexpected needs of our teaching staff. In our case, we encountered a situation where we spent more than anticipated. While it wasn't initially planned in the 2021-2024 LCAP to purchase curriculum resources, there arose a critical need to support our teachers. We recognized that our teachers required professional development to effectively utilize standards in creating grade-level appropriate lessons. As a result, we used funds to address this pressing need, despite it not being included in the original budget allocation. The Arts, Music and Instructional Materials grant enabled us to pilot and adopt curriculum in ELA, NGSS and Social Studies.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions taken during the three-year LCAP cycle have been highly effective in driving progress towards our goals. One particularly impactful step has been implementing deep cycles of professional development for our teachers. These cycles have proven essential in equipping our educators with the necessary skills and knowledge to effectively implement the Common Core Standards. Throughout these professional development cycles, we have focused on guiding teachers in understanding where to find and how to use the Common Core Standards. Moreover, our emphasis on creating lesson plans with clear learning objectives and specific strategies to engage students has been instrumental. By providing teachers with the tools and support to develop well-structured lessons, we enable them to deliver targeted instruction that meets the needs of diverse learners.The steady progression of this process is evident in the positive strides our teachers have made.  They are continually improving their ability to plan effectively for each class, adapting their teaching methods to better engage students and facilitate learning. Overall, the strategic focus on deep professional development and the implementation of targeted instructional strategies have been key factors in the success of our progress towards our goals.

NWEA Fall to Winter scores demonstrate growth at 52nd percentile, and NWEA Fall to Winter scores demonstrate growth at the 31st percentile, and this growth in both content areas is evidence of the academic work being done by teachers and students. Over the course of the year, the ECMS school staff have increased in "Culture of Learning" (most students complete instructional tasks, following behavior expectations and following procedures most of the time, and are idle short periods of time) and "Essential Content" (students have access to grade-level instruction, lesson pacing moves students toward grade level standards, and yearly pacing is appropriately demanding) based on the TNTP walk-through measures. ECMS has also increased in "Academic Ownership" over the course of the year, meaning that students are giving oral and written evidence to support thinking and defending their answers and responding to peers.

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.

Reflecting on prior practices, we took a deep dive into what teachers and students needed by using data as our compass. This led us to make significant changes to our planned goals, metrics, desired outcomes, and actions for the coming year. Firstly, we implemented a rubric as a walkthrough tool to provide a structured framework for assessing teaching practices and student engagement. This helped us to pinpoint areas for improvement more effectively. Additionally, we adopted a four-week cycle of inquiry, focusing on one specific area each time. This allowed us to delve deeper into specific aspects of teaching and learning, enabling us to make more targeted adjustments and see tangible progress over time. Furthermore, we introduced one-on-one teacher coaching sessions, utilizing the rubric as a guide. These personalized sessions provided teachers with tailored support and feedback to enhance their instructional practices.

In the next LCAP cycle, certain metrics and actions have been moved into goal 1 as they are integral to student success and academic proficiency. Youth Truth survey questions regarding perceptions of teacher beliefs around college-going culture and academic challenge are essential measurements of student engagement with academic proficiency (these metrics were previously in goal 3). Additionally, instructional coaching, induction and orientation, and teachers with appropriate credentialing and assignments are all important elements of student success. These measurements have previously been reflected in goal 4, but will be added to goal 1 in the upcoming LCAP cycle to demonstrate their connection to student success. While LCAP action 105 was previously the only metric to focus on special education programming and support, we have determined that our programs require additional focus and specificity. So while the required academic metrics will remain in this goal 1 for academic proficiency, we are adding additional goals, actions and metrics around special education programming into goal 2 for the upcoming LCAP cycle.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 2 | English Language Development: 100% of students currently identified as English Learners will demonstrate progress towards fluent English proficiency. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| CA Dashboard ELPI Performance- All Grades, All Students | 44% | CA Dashboard data suspended for 2021 | 31% | 61.2% | 61.2% |
| CA Dashboard ELPI Performance Percentage of English learners showing growth on ELPAC<br><br>Data shown here is from the 2019 Dashboard which is the last available due to COVID-19. | 39.8% | CA Dashboard data suspended for 2021 | 22.1% | 58.9% | 50% |
| DataQuest English Learner Report Percentage of English learners identified as "At Risk" or "LTEL" | 54% | 52.4% | 57.2% | 2.1% At Risk, 36% LTEL | 50% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Data shown here is from the 2019-20 DataQuest English Learner Report which is the last available due to COVID-19. | | | | | |
| EdData Percentage of English learners redesignated  Data shown here is from the 2019-20 EdData Report | 40.2% | 40.5% | 34.1% | 37.2% | 60% |

## *Goal Analysis*

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.

Because of the mostly novice (and non-credentialed) teaching staff at ECMS, many teachers lacked the specific strategies and methods needed to effectively support English Learners in their classrooms with designated and integrated ELD. This posed a significant challenge to meeting the needs of multilingual learners. To address this challenge, we implemented targeted professional development sessions focused on ELD pedagogy, which included practical strategies for supporting ELs' language development. However, the learning curve for inexperienced teachers was steep, and some struggled to fully grasp the nuances of ELD instruction. In response, we have recognized the need for more comprehensive and tailored training for novice teachers. Moving forward, we offer structured professional development, workshops and ongoing support to ensure that all teachers have a solid understanding of ELD principles and practices. By providing clearer guidance and support, we are continuing to empower teachers to effectively deliver ELD instruction and help ELs make significant progress towards fluent English proficiency.

There was tremendous growth with our multilingual learners this year. For example, the ELPI performance grew from 31% to 61.2%. The ELPI % showing growth on ELPAC grew from 22.1% and this year was 58.9%, which exceeded desired outcome of 50%. The % of EL's "at-risk" decreased from 5.8% to 2.1%, and EL % of LTELs decreased from 57.2% to 36%. The % of ELs redesignated increased from 34.1% to 37.2%

AVID training was initiated in the summer of 2023-2024, and support teachers in strategies for teaching academic language and literacy. Additionally, we held a summer school session of AVID ELD, focusing on bridging the language gaps for our rising multiliguals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The AVID "small school pilot" was added to the budget in the 2023-2024 year, for a three-year pilot. The AVID pilot is grant-funded, and has been used to target professional development for teachers, as well as advisory curriculum.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Focus on designated and integrated ELD, on-going professional development and at the Org and school levels, as well as 1:1 teacher coaching from instructional coaches and administrators supported these results. As an organization, the EL Task Force supported data review and goal-setting. Teachers identified language targets to support content objectives.

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.

After reflecting on our prior practice, we've made several adjustments to our planned goals, metrics, desired outcomes, actions, and lesson plans for the coming year. These changes are informed by data-driven insights and are aimed at focusing on specific English Language Development (ELD) strategies for targeted groups. In terms of goals, we've decided to prioritize not only academic achievement but also language proficiency growth among our English Learners (ELs). Our goal is to ensure that ELs are making significant progress in both content knowledge and language skills.
Our desired outcomes now include not only increased proficiency levels but also improved academic engagement and confidence among ELs. We aim to achieve these outcomes by implementing targeted ELD strategies tailored to the needs of specific student groups.  In our lesson plans, we're incorporating data-driven approaches to focus on specific ELD strategies such as language scaffolding, vocabulary development, and language-rich instruction. Differentiated instruction will be used to address the diverse needs of ELs at various proficiency levels.
Furthermore, our actions have included providing targeted professional development for teachers to enhance their understanding and implementation of effective ELD strategies. We have also supported teachers to conduct small-group instruction and individualized language support for ELs.

In discussion with the EL Task Force and other educational partners, DCP has decided to use the term "rising multilinguals" moving forward as a more asset-based term.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | College Competitiveness: 90% of students graduate meeting or exceeding UC/CSU eligibility. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Youth Truth-How much do you think that your teachers believe that you can go to college? ECMS: All Students: Moderate + Strong Belief | 81% | 68% | 68% | 59% | >80% |
| Youth Truth-How well do you think your teachers understand your personal and academic goals? ECMS: All Students: Moderate + Strong Belief | 66% | 45% | 46% | 47% | >75% |

# Goal Analysis

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.

In previous years, no curriculum or lessons were offered to support students in understanding college and career pathways. However, in the past year, significant changes were made to address this gap. Specific lessons were implemented to support students in understanding DCP's "To and Through" college mindset. Introduction of AVID Grade-Level College and Career Advisory Lessons: A structured curriculum was developed and implemented to provide students with essential information and resources related to college and career readiness. These lessons covered topics such as UC/CSU eligibility requirements, standardized testing, college applications, financial aid, and career exploration. Every student was involved in AVID advisory curriculum and every teacher is an AVID advisory teacher.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Fostering a "To and Through" College Mentality: Efforts were made to instill in students the belief that not only is attending college achievable, but also the importance of persisting through college to completion. The focus was not just on getting into college, but on successfully navigating the college experience. ECMS held an all-school field trip, with each grade visiting a different college or university. Families also attended this event, as the college journey is a family event.

The AVID pilot program for small schools figured prominently in the ECMS advisory curriculum scope and sequence this year, as well as in the professional development offered to teachers. AVID was added to the budget in the 2023-2024 year and was grant-funded for the three-year pilot program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We've made significant progress by implementing lessons, guides, and a comprehensive plan for teachers to educate students about the importance of college and career readiness. More coherence will be given to the AVID advisory lessons for the upcoming year.

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 organization of DCP has experienced significant changes this year in declining enrollment and discontinuation of specific programs at the high school level. While these do not impact El Camino directly, the DCP focus on "To and Through" college has shifted for the upcoming cycle and no longer includes an alumni program. For ECMS, this will only change the wording and description of the goal for the next LCAP, as college and career readiness will be included in goal 1 with academic proficiency goals and metrics.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 4 | Teacher Retention: 75% of teachers have more than 2 years of experience. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percent of Teachers with more than 2 Years of experience | 10/19 52.63% | | | 86% | >70% |
| Average Teaching Experience | 2.4 years | Ed Data not yet updated | Ed Data not yet updated | | 3 years |
| Instructional Coaching Participation for new teachers | 98% | 98% (Metric added for 2022-2023) | 100% | 100% | 100% |
| Induction Mentoring Participation for second and third year teachers | 97% | 97% (Metric added for 2022-2023) | 100% | 100% | 100% |

# Goal Analysis

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.

In the previous years; coming back from the pandemic to in person teaching even though we tried to focus on teacher retention, our professional development was not tailored to their needs to novice uncredentialed teachers. As we moved forward we identified our needs as a school and we collaborated closely with TNTP to address teachers' instructional and professional needs, implementing coaching and mentoring programs tailored to individual and collective growth. We emphasized the importance of personalized support, working with teachers both individually and as cohesive school teams. This included fostering a culture of diversity, equity, and inclusion (DEI), ensuring that all educators felt valued and supported in their roles.

One significant difference this year from the past was our planned actions and actual implementation was the extent of our utilization of walk-through tools and rubrics.  Additionally,  we rely on data to drive instruction and instructional practices.

All staff at ECMS has been training in Restorative Practices, and restorative circles have been held at staff meetings, strengthening the school community and staff relationships. Expectations for communication and problem-solving have increased, as have skills in these areas. Professional Learning Communities for teachers have strengthened subject-alike and grade level teams. Admin supports teachers 1:1 with feedback weekly or bi-weekly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Teacher salary increases negotiated by SBEU in 2022-2023 positively impacted retention for 2023-2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions outlined in our plan have been very effective in making progress toward our goals. With the support of TNTP and a deep understanding of the needs of our students and teachers, we've successfully created a positive learning environment for both groups. The integration of restorative practices for both staff and students have resulted in decreased suspension rates, and may be a factor in increased teacher retention rates this past year.

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.

We created our own goals and desired outcomes based on the needs of our school. ECMS created staff values in order to hold each other accountable and respect and represent all voices, and to address staff feelings of school safety and belonging. Staff created a tiered, school-wide response to two identified areas of concern.

Because this goal of teacher and staff retention has been so integral to school culture and climate, we are embedding it into our goal 3 for the upcoming LCAP cycle. As a foundational element of success for staff and student retention, the elements contained in this goal cannot be measured distinctly from other actions and metrics regarding restorative practices, teacher time at DCP, and student behavior and perceptions of safety and belonging. Additionally, because creating a stable and skillful teaching staff is essential to academic proficiency, the metric for years of teaching experience has been integrated into goal 1 for the next LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| **5** | School Culture: To maintain and improve a school culture that is safe, welcoming and supportive of students and families. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| ECMS Expulsion Rate All Students | (Baseline metric added in 2022) | 0% | 0% | 0% | <2% |
| ECMS Expulsion Rate English Learners | (Baseline metric added in 2022) | 0% | 0% | 0% | <2% |
| ECMS Expulsion Rate Socioeconomically Disadvantaged | (Baseline metric added in 2022) | 0% | 0% | 0% | <2% |
| ECMS Expulsion Rate Students with Disabilities | (Baseline metric added in 2022) | 0% | 0% | 0% | <2% |
| CA Dashboard- Suspension Rate All Students | 5.3% | 5.7% | 9.3% | 5.6% | <3% |
| CA Dashboard- Suspension Rate English Learners | 5.5% | 6.8% | 10.4% | 3.9% | <3% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CA Dashboard- Suspension Rate Socioeconomically Disadvantaged | 5.9% | 6.3% | 9.7% | Not available | <3% |
| CA Dashboard- Suspension Rate Students with Disabilities | 6.1% | 5.9% | 12.2% | 5.4% | <3% |
| CA Dashboard- Suspension Rate Hispanic/Latino | 5.2% | 5.6% | 9.4% | 5.6% | <3% |
| CA Dashboard- Chronic Absence- ECMS All Students | 9.4% | 46.5% | 43% | 33.3% | <10% |
| CA Dashboard- Chronic Absence- ECMS English Learners | 10.9% | 39% | 44.3% | 32.9% | <10% |
| CA Dashboard- Chronic Absence- ECMS Socioeconomically Disadvantaged | 10.6% | 45.4% | 43.6% | 35.7% | <10% |
| CA Dashboard- Chronic Absence- ECMS | 12.3% | 50% | 52.1% | 34% | <10% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Students with Disabilities | | | | | |
| CA Dashboard- Chronic Absence- ECMS Hispanic/Latino | 9.9% | 47.9% | 44.6% | 34.2% | <10% |
| Family Survey- ECMS Family Engagement | 91st % | 68% | 62% | 57% | >80th %ile |
| Family Survey- ECMS Family Relationships | 74th % | 73% | 80% | 76% | >80th %ile |
| Family Survey- ECMS Family Culture | 77th % | 61% | 64% | 58% | >80th %ile |
| Family Survey- ECMS Family Communication & Feedback | 80th % | 69% | 68% | 65% | >80th %ile |
| Family Survey- ECMS Family Resources | 83rd %ile | 72% | 38% | 69% | >80th %ile |
| Family Survey- ECMS Family School Safety | 76th %ile | 53% | 40% | 55% | >80th %ile |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student Survey-ECMS Student Engagement | 75th %ile | 36% | 36% | 32% | >80th %ile |
| Student Survey-ECMS Student Relationships | 97th %ile | 46% | 46% | 40% | >80th %ile |
| Student Survey-ECMS Student Culture | 96th %ile | 21% | 21% | 17% | >80th %ile |
| Student Survey-ECMS Student Belonging & Peer Collaboration | 90th %ile | 46% | 46% | 28% | >80th %ile |
| ECMS Expulsion Rate Hispanic/Latino | (Baseline metric added in 2022) | 0% | 0% | 0 | <2% |

## Goal Analysis

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.

In the previous year, our efforts to maintain and improve a safe, welcoming, and supportive school culture faced significant challenges, especially during the transition back to in-person learning. Initially, we lacked a comprehensive plan, compounded by a teacher shortage that strained our ability to keep the school running smoothly on a daily basis. Our primary focus was on immediate operational needs to ensure the continuity of education. As the year progressed, we gradually stabilized and were able to shift our attention towards addressing the needs of our students and families more effectively. We conducted informal assessments of academic, social-emotional, and restorative needs within the school community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Despite these challenges, we managed to adapt and refine our strategies as the year went on. We implemented initiatives aimed at enhancing school culture, such as community-building activities, increased access to counseling services, and restorative justice practices to address conflicts and build trust among students and staff. ECMS surveyed students on their perception of their experience at ECMS. Data shows that students feel safer at school, that they have a trusted adult on campus, that they are appropriately challenged, and that their teachers believe in them and that they can do well. Scores on these measures have increased over the course of the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

None.

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.

During the three-year LCAP cycle, implementing a comprehensive plan for school-wide culture and pride proved very effective in maintaining and improving a safe, welcoming, and supportive environment for students and families. First, emphasizing a sense of pride and belonging within the school community fosters a positive culture. This can involve celebrating achievements, promoting school spirit activities, and recognizing the diverse talents of students and staff. Additionally, monitoring student attendance closely is crucial. High attendance rates correlate with student engagement and success. By identifying and addressing attendance issues promptly, the school can ensure that students are present and participating in their education. Individualized support through COSST and SST meetings is another effective strategy. These meetings allow for personalized attention to students' academic, social, and emotional needs. By collaborating with teachers, counselors, and administrators, interventions can be tailored to each student to ensure they receive the necessary support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

**Goal Analysis**

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

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