§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _____ Escondido Charter High School_____ **Contact (Name, Title, Email, Phone Number):** Shawn Roner, Director, sroner@echs.org; 760-737-3154; Deron Galindo, Director, dgalindo@echs.org

LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or

annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process (2015-16)	Impact on LCAP (2015-16)
The school consulted with teachers, administrators, board members, other school personnel, parents, and pupils in developing the plan. Parents were invited to provide input at open sessions of the ECHS Board of Directors and on a parent survey. The plan was approved by the Board of Directors on May 27, 2015.	Consensus was reached on goals and the actions needed to reach those goals.
Annual Update: Throughout the year, input was continuously sought from all stakeholders.	**Annual Update:** Input from stakeholders helped the school determine goals for the upcoming school year.

SECTION 2: GOALS, ACTIONS, EXPENDITURES, AND PROGRESS INDICATORS

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL: #1	Improve pupil learning: Student achievement will increase annually in all content areas, with a focus on mathematics and writing.	Related State and/or Local Priorities: 1__ 2 _x_ 3__ 4 _x_ 5__ 6__ 7 _x_ 8 _x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	State and local assessment results show a need to improve achievement especially in mathematics and writing.	
Goal Applies to:	Schools:	Escondido Charter High School
	Applicable Pupil Subgroups:	All students and subgroups.

LCAP Year 1: 2015-16

Goal 1: Expected Annual **Measurable Outcomes:**	Math – All students will show gains in mathematics, with an emphasis on Algebra I and Geometry, as demonstrated through any of the following metrics: grades, proficiency rates, CAHSEE scores; or any other measurable outcome. Writing – All students will show improvement in writing skills as demonstrated by grades in writing classes, CAHSEE essay scores, or any other measurable outcome. Low income subgroup will show gains in academic achievement compared to the previous year. Baseline scores will be established for Smarter Balanced Assessments in English-language arts and mathematics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Interventions</u> Student performance will be analyzed, and weak areas will be identified. All students will have access to interventions to improve academic performance including but not limited to: • We are hiring an additional aide who will teach grammar and provide academic support. • Daily tutorial and online tutorial programs; counselor services • Reading specialist • Math lab • Summer school intervention programs <u>Low Income students:</u> Student performance in the low income subgroup will be analyzed, and targeted interventions will be provided utilizing the interventions listed above.	School	<u>x</u> ALL OR: <u>x</u> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Intervention personnel: $43000 Supplemental Fund Math lab: $70000 Supplemental Fund Summer School: $12,000 General Funds Tutorial and counseling: $90,000 General Fund Analysis and targeted interventions for Low Income: $30,000 Supplemental Funds and General Fund
		<u>x</u> ALL	

Technology	OR:	Technology

Technology

The school will maintain, expand, and support its technology network as needed in order to facilitate student achievement including:

- Renew our license for Illuminate to track student academic performance.

- Purchase licenses for It's Learning, a learning management system. This program will contain the curriculum for our technology classes and support the core curriculum in other classes.

- Purchase additional computers for classroom use and at least one teacher laptop.

- Purchase Teachscape, a professional development tool aligned to CCSS used to train administrators on teacher evaluations

- Identify achievement gaps using Synergy, Illuminate

- Facilitate Smarter Balanced testing; purchase headphones and other computer requirements

- Engage students and parents in achievement through the Parent Portal, newsletters, surveys, etc.

- Purchase estimated licenses for Achieve 3000/Teen Biz licenses, a primary online intervention strategy.

- Maintain and expand online curricular content deliveries including Achieve 3000, math labs, Academic Writing, It's Learning, etc.

- Ceiling projectors for classroom computers: 6

- Speakers for the bell/intercom systems: about 12

OR:

__Low Income pupils __English Learners

__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

Technology Support: $40,000 General Fund

Licenses and support for Synergy Student Information System: $75,000 General Fund

Computers: $20,000 General Fund

Teachscape: $5000 General Fund

Achievement analysis: $25,000 General Fund

Smarter Balanced Testing administration and computer needs: $16,500 General Fund

Licenses: $2,500 General Fund

Projectors/Speakers: $18,000 General Fund

LCAP Year 2: 2016-17	

| Goal 1: Expected Annual Measurable Outcomes: | Math – All students will show gains in mathematics, with an emphasis on Algebra I and Geometry, as demonstrated through any of the following metrics: grades, proficiency rates, CAHSEE scores; or any other measurable outcome.

Writing – All students will show improvement in writing skills as demonstrated by grades in writing classes, CAHSEE essay scores, or any other measurable outcome.

Low income subgroup will show gains in academic achievement compared to the previous year.

Smarter Balanced Assessment scores in English-language arts and mathematics will be analyzed and compared to the baseline year (2015-16). |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Interventions</u> will continue as listed for the previous year and will be available to all students. <u>Low Income students</u> Student performance in the low income subgroup will be analyzed, and targeted interventions will be provided.	School	_x_ ALL OR: _x_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Interventions will continue based on available funding
Technology	School	x__ ALL	Technology

The school will continue to maintain, expand, and support its technology network as needed in order to improve student achievement and facilitate Smarter Balanced assessments.	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	purchases support, IT, network, and consulting will continue based on available funding.

LCAP Year 3: 2017-18

Goal 1: Expected Annual Measurable Outcomes:	Math – All students will show gains in mathematics, with an emphasis on Algebra I and Geometry, as demonstrated through any of the following metrics: grades, proficiency rates, CAHSEE scores; or any other measurable outcome. Writing – All students will show improvement in writing skills as demonstrated by grades in writing classes, CAHSEE essay scores, or any other measurable outcome. Low income subgroup will show gains in academic achievement compared to the previous year. Smarter Balanced Assessment scores in English-language arts and mathematics will be tracked and analyzed over its first three-year period.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Interventions</u> will continue as listed for the base year and will be available to all students. <u>Low Income students</u> Student performance in the low income subgroup will be analyzed, and targeted interventions will be provided.	School	_x_ ALL OR: _x_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Interventions will continue based on available funding.

Technology The school will continue to maintain, expand, and support its technology network as needed in order to improve student achievement and facilitate Smarter Balanced assessments.	School	_x_ ALL	Technology purchases, support, IT, network, consulting will continue based on available funding.

GOAL: #2	Implementation of State Standards: Common Core State Standards will be implemented in English Language Arts and Mathematics and state academic content and performance standards will be implemented and/or maintained in other core courses based on the latest published standards adopted by the state Board of Education.	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4__ 5__ 6x__ 7x__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Textbooks and materials are needed in order to fully implement state standards	
Goal Applies to:	Schools:	Escondido Charter High School
	Applicable Pupil Subgroups:	All students and subgroups

LCAP Year 1: 2015-16			
Goal 2: Expected Annual **Measurable Outcomes:**	All students will have sufficient access to standards aligned books and materials in all subjects. CCSS alignment and implementation will continue in English and Mathematics.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted** **Expenditures**
Textbooks and materials will be purchased as needed to support student achievement. Anticipated purchases: DVD's to support classroom instruction. Marine Science texts AP American Government books Grammar Books to support Academic Writing class Performing Arts texts Environmental Science textbooks (grade 10) plus teacher's edition and resource kit Algebra I Common Core textbook (grades 9/10): 15 to 20 Other texts and materials as needed to support student achievement	School	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Textbooks and materials: $44,550 Lottery Funds

Professional Development		_x_ ALL	Professional Development: $18,650 Lottery Funds
Teachers will be given time to work in departments on curriculum alignment and standards implementation. English Great Books Training will provide English teachers the skills to learn "shared inquiry" to improve seminar discussions in the classroom Other anticipated professional development trainings will target the teaching of English-language arts skills.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17				
Goal 2: Expected Annual Measurable Outcomes:	All students will have sufficient access to standards aligned books and materials in all subjects. CCSS alignment and implementation will continue in English and Mathematics.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
Textbook and material purchases will continue as needed.	School	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Textbooks and materials will be purchased based on funding.
Professional Development: Teachers will be given time to work in departments on curriculum alignment and standards implementation. Targeted professional development opportunities will be implemented as needed.	School	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Professional Development will be scheduled based on funding.

LCAP Year 3: 2017-18			
Goal 2: Expected Annual Measurable Outcomes:	All students will have sufficient access to standards aligned books and materials in all subjects. CCSS alignment and implementation will continue in English and Mathematics.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Textbook and materials purchases will continue as needed.	School	x ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Textbooks and materials will be purchased based on funding.
Professional Development: Teachers will be given time to work in departments on curriculum alignment and standards implementation. Targeted professional development opportunities will be implemented as needed.	School	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development will be scheduled based on funding.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal #1 - Conditions of Learning: Basic 1. All teachers will be appropriately assigned and credentialed 2. Every pupil has sufficient access to standards-aligned instructional materials. 3. School facilities are maintained and in good repair.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Escondido Charter High School	
	Applicable Pupil Subgroups:	All students and subgroups	

Expected Annual Measurable Outcomes:	All teachers will be appropriately credentialed and assigned; Sufficiency of instructional materials will be maintained; a maintenance needs list will be implemented.	Actual Annual Measurable Outcomes:	All teachers are appropriately credentialed and assigned; all students have adequate instructional materials; maintenance needs list is ongoing. Goals have been met.

LCAP Year: 2014-15

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

• Annual review of teacher assignments and credentials • Annual review of sufficiency of standards-aligned materials • Weekly report by maintenance director to school leaders • Annual school survey will provide feedback on facility concerns.	Credential review: $5,000, General Fund (GF) Materials review: $2,500, GF Maintenance reports: $2,500, GF School survey: $540, GF	Credentials and teaching assignments were reviewed twice during the year as well as prior to any new hires. Program directors conducted an annual and ongoing review of standards aligned materials to ensure that all students had the books and materials needed. Maintenance director provided weekly report to directors and ongoing priority list was used to maintain integrity of facilities. A school survey was conducted to solicit community input. The Constant Contact program was used to generate the survey.	Expenditures matched estimates. $5000 credential review twice each year $2500 materials review by directors $2500 maintenance salary and reports $540 Constant Contact for survey
Scope of service: School x ALL		**Scope of service:** School x ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was met. We will continue to maintain the actions and services in this goal as an integral part of school culture.		

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	Goal #2 - Conditions of Learning: Implementation of state standards CCSS will be implemented in all core subjects; EL students will gain content knowledge through CCSS.	1__ 2 x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Escondido Charter High School
	Applicable Pupil Subgroups:	All students and subgroups

Expected Annual Measurable Outcomes:	CCSS will be implemented in English and Math EL subgroup scores on ELA will show growth over previous year	Actual Annual Measurable Outcomes:	The English curriculum was aligned to anticipated CCSS writing standards. CCSS implementation is an ongoing process and will continue next year. CCSS aligned textbooks were purchased for Algebra I. There was no EL subgroup in this school year.

LCAP Year: 2014-15

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

Curriculum will be re-aligned to CCSS. Teachers will receive Professional Development in CCSS implementation. CCSS textbooks and materials will be purchased as needed. The school will purchase the technology and provide the technology support needed to implement Smarter Balanced testing.	CCSS implementation and re-alignment in math and English: $6,000, GF Professional development: $6,000, GF Materials purchase: $14,744, GF Technology purchase and support: $174,000 Common Core State Standard Funds (CCSS)	English curriculum was aligned to anticipated CCSS writing standards. All teachers received some professional development relating to CCSS. In the Traditional Classroom Program CCSS Professional training occurred on January 15, 2015. In the Individualized Programs, at least two in-service meetings have focused on Smarter Balanced assessment and other Common Core topics. Standards aligned textbooks and materials purchased included: • AVANCEMOS! 1 Spanish 1 and Spanish II Student Textbooks 2013 with related teacher support materials • LECTURAS PARA TODOS with audio CD Student Workbook Level 1 and Level II with related teacher support materials • ALGEBRA I Common Core Algebra I Student Textbook 2012 and Teacher Addition • Geometry, Algebra II, Literature, and Biology texts were purchased Technology was given fiscal support to expand and maintain computers and the network in order to implement Smarter Balanced testing. CCSS funds were used to offset the cost of maintaining our network and computers and the Smarter Balanced Testing Coordinator.	$6,000 salary for English teacher to implement CCSS alignment $6000 Professional Development $10,985.51 materials purchase $174,000 Common Core State Standard Funds (CCSS)
Scope of service:	School	Scope of service:	School

_X_ALL		x__ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We do not have an EL subgroup; EL students were included in services provided to all students. We will continue funding, training, and technology support for implementation of all state standards including CCSS.		

Original GOAL from prior year LCAP:	Goal #3 - <u>Conditions of Learning</u>: Course access All students will have access to and be enrolled in a broad course of study to meet their post-secondary goals.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Escondido Charter High School	
	Applicable Pupil Subgroups:	All students and subgroups	

Expected Annual Measurable Outcomes:	One additional learning opportunity or course will be added.	Actual Annual Measurable Outcomes:	Ninth grade Academic Writing course implemented for freshmen in addition to regular English 9 class

LCAP Year: 2014-15

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

• Students will meet at least annually with a counselor/case manager to determine course selection and scheduling and develop individualized learning plans. • Course offerings will be reviewed annually and gaps courses and opportunities will be added when gaps are identified. • Staff and school leaders will actively seek and encourage students to utilize internships, jobs, and other community related opportunities. • High school administrators will meet at least monthly with middle school administrators to work towards vertical articulation of course content and curriculum.	Student/counselor meetings: $20,000, GF Course review: $10,000, GF New course or learning opportunities added as needed: $35,000, GF Vertical curriculum articulation: $30,000, GF	Students in the classroom program meet at least once each year with the program's academic counselor to determine course selection and scheduling for the next year. Students in individualized learning programs meet weekly with their teacher/counselor to review course material and determine a course of study. Course reviews determined that an academic writing class, in addition to the regular English class in ninth grade, would be beneficial. This class has been implemented. High school administrators generally meet weekly with middle school administrators to work on program consistency and curricular articulation. There are two jobs bulletin boards on campus. In addition, the school counselor has facilitated a number of internship opportunities with local firms.	Budgeted expenditures matched actual expenditures $20,000 counselor salaries $10,000 course review by directors $35,000 cost of new writing class, salary and aide $30,000 curricular articulation director salaries
Scope of service: School		Scope of service: School	
_X_ ALL		x__ ALL	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was completed and will be maintained in the coming year.

Original GOAL from prior year LCAP:	Goal #4 - <u>Pupil Outcomes</u>: Achievement All students will show gains in academic achievement especially in mathematics and writing.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Escondido Charter High School	
	Applicable Pupil Subgroups:	All students and subgroups	

Expected Annual Measurable Outcomes:	The school will maintain an API in the top one third of similar schools. EL students will make annual gains in English language proficiency as measured by CELDT and subgroup results.	Actual Annual Measurable Outcomes:	In 2014 the three-year average API was 845; Similar Schools ranks have been discontinued. CAHSEE 10th grade ELA proficiency rate was 70%; 49% of those were Advanced CAHSEE 10th grade Math proficiency rate was 74%; 25% of those were Advanced. We did not have an EL subgroup.

LCAP Year: 2014-15

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

• School administrators will review annually performance data from statewide assessments, API and AYP data, for all students and significant subgroups and devise a plan to target deficient areas. • School administrators will monitor and analyze A-G course completion data. • School administrators will monitor annually EL performance on CELDT, CAHSEE, STAR, grades and any other relevant measure and devise a plan for improvement.	Annual data review: $9,500, GF A-G course completion review: $10,000, GF Academic interventions implemented as needed: $98,300, Local Control Accountability Plan Supplemental Funds (LCAP) EL performance review and interventions: $28,409, LCAP and GF	Testing data was reviewed by the testing coordinator and program directors. Plans were developed to target deficient areas. The registrar and school counselor monitors A-G course completion data annually. Academic interventions were provided as needed and included: targeted one-on-one intervention by a specialist; daily tutorials in core subjects; Achieve 3000 program for ninth and tenth grade reading; Illuminate program to target underperforming students and benchmark and track student performance; Saturday classes provide math support; math labs; CELDT administration and review; Synergy student information system to track student progress; ;CAHSEE tutorials and practice tests; student planners to teach organization skills; two extra minimum days for parent/teacher conferences in the Individualized Classroom Program Directors and the testing coordinator reviewed EL performance and provided interventions where needed.	$9500 data review $10,000 A-G review $98,300 academic interventions $28,409 EL performance review

Scope of service:	School		Scope of service:	School	
_X_ALL			__ALL		

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | API and State Rankings have been discontinued; therefore our metrics will change for student academic performance. Funding for academic interventions will continue. |

Original GOAL from prior year LCAP:	Goal #5 - Engagement: Parental involvement The school will actively seek and promote and parental involvement and input.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Escondido Charter High School	
	Applicable Pupil Subgroups:	All students and subgroups	

Expected Annual Measurable Outcomes:	Weekly Charter Notes maintained Parents recruited for service and Board positions School survey given each year Parents will access their student's grades via the Parent Portal	Actual Annual Measurable Outcomes:	Charter Notes are published weekly. Two parents serve on the Board of Directors. School survey is given and evaluated. Parent Portal is operational.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

• School administrators will support the Parent Volunteer Organization (PVO) through recruitment efforts, cooperative projects, and providing meeting space. • The school will provide the technological and administrative support needed to keep its website current and to provide parents access to the Synergy parent portal. • A parent survey will be given annually.	PVO support: $5,000, GF Technology and administrative support for website and parent portal: $15,000, GF Parent survey: $540, GF	PVO support was provided, but it did not incur any expenses. Funds were provided for upkeep of the Synergy Parent Portal. The parent survey was conducted using Constant Contact. An administrative assistant facilitated the survey	PVO support: $0 Support for website and Synergy Parent Portal: $15,000 Parent survey: $540
Scope of service: School x ALL		Scope of service: School x ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We provided support to the Parent Volunteer Organization in the form of facilities and volunteers; however it did not result in any expenditure. This goal will be maintained as an integral component of school culture.		

Original GOAL from prior year LCAP:	Goal #6 - Engagement: Pupil engagement The school will actively promote student engagement in all aspects of their education.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Escondido Charter High School
	Applicable Pupil Subgroups:	All students and subgroups

Expected Annual Measurable Outcomes:	Average daily attendance will be maintained at 95%. The graduation rate will be 90% or higher and/or will meet AYP targets annually.	Actual Annual Measurable Outcomes:	Average daily attendance was 97%, exceeding the annual goal. ECHS met its AYP graduation target for 2012-13 (the most recent data published) with a graduation rate of 89.04%.

LCAP Year: 2014-15

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

				Actual expenditures matched budgeted expenditures
• School personnel will monitor student attendance daily. • School administrators will provide appropriate interventions for chronic absenteeism and unexcused absences • School administrators will review annual graduation and dropout data.	Attendance monitoring: $30,000, GF Interventions: $15,000, GF Review of graduation and dropout data: $10,000, GF		Attendance is monitored daily by support staff by Teachers of Record in the independent learning programs. Program directors monitor instances of chronic absenteeism and unexcused absences and intervene as necessary. Graduation and dropout data is monitored by the school counselor and the registrar on an ongoing basis.	Attendance monitoring: $30,000 Monitoring and Intervention: $15,000 Review of data: $10,000
Scope of service:	School		Scope of service:	School	
_x_ALL			_x_ALL		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was met for 2014-15 and numerous prior years.				

Original GOAL from prior year LCAP:	Goal #7 - Engagement: School Climate The school will maintain a safe, orderly learning environment.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Escondido Charter High School	
	Applicable Pupil Subgroups:	All students and subgroups	

Expected Annual Measurable Outcomes:	The annual pupil suspension rate will not exceed 1%. The annual pupil expulsion rate will not exceed 1%. At least 90% of respondents on the school survey will report feeling safe on campus.	Actual Annual Measurable Outcomes:	There were a total of 11 suspensions during the 2014-15 school year, a rate of 1.3%. There were no expulsions during the 2014-15 school year. The most recent survey of school staff demonstrates that 100% feel safe on campus.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

• The school will maintain campus security measures including security guard, cameras, reporting policy, visitor policy, and bullying policy. • An annual parent survey will measure parent satisfaction with campus security.	Campus security measures maintained: $40,000, GF Parent survey: $540, GF Review of suspension/expulsion data: $10,000, GF	All campus safety measures were maintained. The annual parent survey included questions regarding campus safety and security. Suspension/expulsion data is reviewed annually by the registrar and school directors.	Actual expenditures matched budgeted amounts Campus security: $40,000 Parent Survey: $540 Data review: $10,000
Scope of service: School _x_ALL		Scope of service: School _x_ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	ECHS provides and maintains a safe, orderly environment for staff, students, and visitors. This goal has been met. All actions and services will be maintained as an integral part of school culture.		

Original GOAL from prior year LCAP:	Goal #8 - <u>Conditions of Learning</u>: Implementation of state standards: <u>Low income</u> pupils will gain academic content knowledge through CCSS.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 _x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Escondido Charter High School	
	Applicable Pupil Subgroups:	Low Income	
Expected Annual Measurable Outcomes:	The Low Income subgroup will show annual measurable progress on standardized tests.	Actual Annual Measurable Outcomes:	On the 2014 CAHSEE, 10th grade Low Income subgroup showed the following results: ELA: 18% proficient; 39% advanced (57% overall proficiency rate) Compared to All Students with a 60% overall proficiency rate Math: 31% proficient; 31% advanced (62% overall proficiency rate) Compared to All Students with an overall 73% proficiency rate)

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

		Program directors monitor the progress of all students and those in the low income subgroup using state provided data and programs such as Illuminate. Interventions are implemented as needed and include the following:	
For low income pupils: School administrators will monitor the performance of low income pupil subgroups annually to ensure academic progress. Interventions will be implemented as needed.	Performance monitoring: $5,000, GF Interventions as needed: $10,000, GF and LCAP	• Reading specialist • Daily tutorials • Achieve 3000 for 9th and 10th grade reading • Illuminate • Saturday School • Math labs • CAHSEE tutorials and practice tests • Student planners to teach organization skills (Note: Interventions are available to all students.)	Actual expenditures matched budgeted amounts. Performance monitoring: $5,000 Interventions: $10,000
Scope of service:	School		Scope of service:	School
_x_ ALL			_x_ ALL	

OR:		OR:	
_X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Low income pupils are performing within a few percentage points of All Students. Academic interventions will continue for this group and for all students who need additional support.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 142,628_____

Escondido Charter High School will receive an estimated $142,628 in supplemental funding in 2015-16 generated by the school's low-income population (LI), the only numerically significant unduplicated demographic. The unduplicated count is 32.63%. Amounts and percentages are based on the FCMAT calculator estimates.

 We have determined the most effective use of funds is to provide increased and improved interventions as they are needed.   These measures may include the services of an intervention specialist, tutorial programs, labs, or any methods and materials determined to improve student academic performance.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 2.28 | % |

The school will meet the 2.28 Minimum Proportionality Percentage in 2015-16 by increasing and expanding intervention services for unduplicated pupils as compared to the services provided to all pupils using the interventions as described above.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]