

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

Escondido Charter High School (ECHS), entering its 24th year in 2019-20, is located in north San Diego County in the city of Escondido with an average enrollment of 818 students. It serves students through two distinct programs: Traditional Learning and Flex Learning, which includes a one to one independent study program. This variety of educational deliveries ensures that all students have their learning needs and styles met. The school's LCFF supplemental funding is based on its socioeconomically disadvantaged population, which is currently 41.3 percent of the school's enrollment.

LCAP Highlights

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

This year's LCAP will continue to focus on improving pupil learning. To this end, we have had great success with targeting the LCFF funds with a variety of interventions that benefit the socioeconomically disadvantaged population. The funding and expansion of these interventions will continue for the 2019-20 school year.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in

services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

ECHS continues to be a high-performing school. The Socioeconomically Disadvantaged group, which comprised 41.3 percent of the school's population, was 26.1 points above the standard for English/Language Arts. While still below the standard for math, the Socioeconomically Disadvantaged group increased its math scores by 4.8 points. In the College and Career Readiness standard, the Socioeconomically Disadvantaged group attained green status with an increase of 2.8%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

All Students and the Socioeconomically Disadvantaged group were in the orange level for graduation rates. The graduation rate for All Students was 89.3%, but showed a 1.3% decline. The graduation rate for the Socioeconomically Disadvantaged group was 84.1%. As a charter school with an independent study program, we have several students who come to the school with a credit deficiency. Almost all of those students graduate, but many do not graduate with their cohort, which artificially depresses the graduation rate. We will analyze this indicator and take appropriate steps to improve it. Our suspension rate also increased this year, but still remains in the medium range. The suspension rate for the Socioeconomically Disadvantaged group rose by 1.5%, but we believe this was a one-time event that should not occur in the current year.

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

Performance Gaps

No student group was two or more levels below the "All Student" group.

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

Increased or Improved services

ECHS will continue to provide and increase a variety of intervention services for Socioeconomically Disadvantaged students, which is the group upon which its LCFF supplemental funding is based. These services include, but are not limited to: One-on-one tutorials; math lab; online tutorials;

Homework Club; after-school tutorial; Saturday School; and additional support from Student Services for academic counseling and post-secondary school preparation.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 9,853,696

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 1,234,090

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures included regular classroom teacher salaries, facilities leasing and maintenance, support personnel, and general administrative functions of the school.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 8,583,306

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Goal #1: Improve Pupil Learning

Student achievement will increase annually with a focus on mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

All students will show gains in mathematics from the previous year, as demonstrated through any of the following metrics: grades, proficiency rates, standardized test scores, or any other measurable outcome.

Math scores declined by 2.55 points with 42.5% of All Students meeting or exceeding state standards.

Student achievement in other core subjects will be analyzed and compared to previous years. Gains or losses will be quantified through the use of any measurable outcomes including standardized tests, grades, proficiency rates etc.

ELA scores declined by 9 points with 73% of All Students meeting or exceeding state standards.

Student achievement in the Socioeconomically Disadvantaged group, subgroup will show gains from the prior year based on standardized test scores and any other measurable outcome.

Math scores increased by 2.3 points with 27.7% of the Socioeconomically Disadvantaged students meeting or exceeding state standards.

Expected

Actual

ELA scores declined by 23 points with 28% of the Socioeconomically Disadvantaged students meeting or exceeding state standards.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Technology Support and Expansion</u></p> <p>The school will maintain, expand, and support its technology network as needed in order to improve student achievement and facilitate Smarter Balanced assessments. Anticipated expenditures and activities include:</p> <ul style="list-style-type: none"> • Renew license for "Illuminate" to track student academic performance. • Renew license for "It's Learning" a learning management system. This program contains the curriculum for our technology classes and supports the core curriculum in other classes. • Identify achievement gaps using Synergy and Illuminate. • Update computers and peripherals as needed to facilitate Smarter Balanced testing. 	<p><u>Technology Support and Expansion</u></p> <p>LCFF funds allowed the school to maintain, expand, and support its technology network, which is an integral component to student learning, remediation, assessment, and communication.</p> <p>Licenses for both Illuminate and It's Learning were renewed, and student performance and gaps are identified using Synergy and Illuminate on an ongoing basis.</p> <p>Smarter Balanced testing was completed</p> <p>Students and parents continued to be engaged and informed through the Synergy Parent Portal.</p>	<p>\$ 1,077,436</p>	<p>\$ 1,197,045</p>

Planned
Actions/Services

- Engage students and parents in achievement through the Synergy Parent Portal.
- Maintain and expand online curricular content including math labs and Academic Writing

FLEX Program

- Purchase licenses for Edgenuity, an online curriculum system

Interventions

Student performance will be analyzed, and weak areas will be identified. All students will have access to interventions to improve achievement especially in mathematics and English-language arts including but not limited to:

- Aide to teach grammar and provide academic support
- Math Review classes in addition to the regular math class
- Daily tutorial and online tutorial programs
- Math lab
- Summer school intervention programs

Actual
Actions/Services

Flex Program

All planned technology purchases were completed for the relatively new Flex Program. These purchases support the hybrid program, which utilizes a number of online resources for instruction and remediation.

Purchase Chrome books for the Flex Lab

Interventions

The school provided a variety of intervention strategies to support all students and the Socioeconomically Disadvantaged group as well.

A dedicated grammar aide was not hired; however, a retired English teacher was employed to work one-on-one with struggling students to provide additional support. Additional support was added in the student services department with the designation of a teacher from each program (Traditional Learning Option and Flex Learning Option).

Math review classes were held in addition to the regular math class for additional support in mathematics, an area of need.

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Daily tutorial and online tutorial programs were continued as well as the addition of Homework Club.
Math lab was open to students before and after school.
EGUMPP, an online program to teach grammar, usage, mechanics, punctuation, and writing was purchased to support freshmen students in their Academic Writing classes.
EGUMPP, an online program to teach grammar, usage, mechanics, punctuation, and writing was purchased to support freshmen students in their Academic Writing classes.
Summer School was held.

Flex Program Interventions

- Open Flex Lab for four hours on Monday morning (non-student day) where students can work on assignments and receive support. Flex teachers will be available in their classrooms for tutorial if not teaching a TCP class.
- After school tutorials will be offered and assigned, if necessary, Tuesday through Friday.
- Assignment to the Math Lab for students who have unusual scheduling issues or require an additional math course for graduation..

Flex Program Interventions

- Flex Lab was open every Monday school day from 8:00 a.m. until noon.
- Teachers provided tutorial instruction on Monday mornings and after school Tuesday through Friday.
- Parent/teacher conferences were held early during the first semester.
- Students who failed a course had the opportunity to attend Summer School or to repeat a course, whichever was appropriate.
- Staff discussed student performance and grades during

Planned
Actions/Services

- Parent/teacher conferences will be scheduled after the first grading period for 9th and 10th grade students who are at risk in two or more courses. Conferences for additional students will be held after the second grading period as needed.
- We will replace an elective course with a Study Hall period for students who struggle with a schedule of six classes and need more structured time to complete assignments.
- Assignment to summer school for credit recovery or to increase skills prior to taking the next level course.
- We will transfer students with severe academic issues to Flex 1:1 at the end of 1S instead of waiting until the end of the school year.
- Student performance and grades will be discussed during weekly staff meetings in order to determine a corrective course of action.

Socioeconomically Disadvantaged
Students:

Student performance in the Socioeconomically Disadvantaged subgroup will be analyzed, and targeted interventions will be provided utilizing the interventions listed above.

Actual
Actions/Services

- staff meetings to reach collaborative solutions to remediation and improve student performance.
- Replacing an elective with Study Hall, moving students to Flex 1:1, and offering summer school or repeat semesters were employed to support students as appropriate.

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Socioeconomically Disadvantaged
Students:

Utilizing Illuminate, test results, grades, and other relevant performance measures, student performance in the Socioeconomically Disadvantaged subgroup was reviewed. In all cases, these students received the interventions

Analysis

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

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

The Information Technology (IT) staff renewed all licenses and performed all necessary systems updates. In addition, the IT staff assisted with the use of the technology for Smarter Balanced testing. Personnel were hired to assist students with English, and additional support personnel were added to the student services department. All math labs were opened for additional hours and students were identified for additional support.

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

California Assessment of Student Performance and Progress (CAASPP) scores indicate that the Socioeconomically Disadvantaged group, which comprised 41.3% of the school's population, increased math scores by 2.7%. ELA scores declined by 9 points with 73% of All Students meeting or exceeding state standards. For the Socioeconomically Disadvantaged group, declined by 23 points with 28% of the Socioeconomically Disadvantaged students meeting or exceeding state standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent \$119,609 over the budgeted amount for Goal 1 in Interventions. Across the board, salaries were increased, accounting for \$80,000 of the increase in the actuals. In the Technology section of Goal 1, a set of Chrome books was purchased for the Flex Lab for \$41,424 that was not in the budget..

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Goal #2: Implementation of State Standards

State academic content and performance standards will be implemented and/or maintained in all courses based on the latest published standards adopted by the state Board of Education.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 6, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

All students will have sufficient access to standards aligned texts and materials.

All students have sufficient access to standards aligned texts and materials.

Teachers will have access to professional development activities that focus on standards implementation.

Teachers had access to and participated in professional development that focused on standards implementation.

Actions / Services

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>All students will have access to standards aligned texts and materials.</u></p> <p>Textbook and materials anticipated purchases: Flex Program Algebra I Common Core textbook (grades 9/10): 15 to 20 Algebra II textbooks: 15-20 Geometry 35-40 Advanced Math: 25-30 Calculus: 20-25</p>	<p>All texts and materials were purchased as anticipated.</p>	<p>Books and materials: \$47,000 Professional Development: \$11,000</p>	<p>Books and materials: \$22,058 Professional Development: \$21,704</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

9th grade Great Books copies: 110-120 plus 3-5 dictionaries
10th grade Great Books copies: 115-125
11th grade Great Books copies: 40-50
12th grade Great Books copies: 80-90
Spanish II: 10-15 plus 20-25 workbooks
Spanish III: 30-35
Spanish IV: 35-40 plus teacher edition
Latin 1: 20-25, plus teacher edition and resource kit, student e-book
Biology books: 10-15 plus NGSS student and teacher editions 1-2
Chemistry: 10-15
Chemistry H: 55-60
Physics: 20-25
NGSS physical science student editions: 3-5
Performing Arts: 5-10
Economics: teacher resources

Professional Development

Teachers will be given time to work in departments on curriculum alignment and standards implementation.

Teachers will have access to conferences and other off-campus professional development activities that include the implementation of standards.

Professional Development

Time was allocated for departmental meetings. The math and language teachers, in particular, have had regular meetings to discuss curricular goals, best practices, remediation, and course content. The Great Books teachers from ECHS, in conjunction with our K-8 school, met regularly to discuss curriculum, readings, writing standards, and policies/procedures for struggling students.

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Teachers attended several conferences, and more are schedule. For example, Biology and Chemistry teachers went to a three-day conference on implementation of Next Generation Science Standards. Three teachers attended Project Lead the Way training course. Several teachers plan to attend AP summer institutes.

Analysis

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

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

The school continued to purchase new textbooks and materials for students. Teachers participated in professional development activities individually and on campus as a group.

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

The actions/services were effective since they provided texts and materials for students to be instructed in standards. In addition, the professional development provided allowed teachers to improve their ability to impart standards in the classroom and keep up to date on changes in standards such as the implementation of Next Generation Science Standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Books and materials were needed for the Flex Learning Option, but the Traditional Learning Option had previously purchased the books it needed. The actual expenditures for books were less (\$22,058 actual versus \$47,000 budgeted), due to the lack of need in the

Traditional Learning Option. The professional development cost was \$10,704 more than budgeted, due to more teachers participating in professional development and PLTW training.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

After the initial draft of the LCAP was prepared, it was circulated among teachers, administrators, board members, parents, and pupils for their input. Changes were made to the LCAP as feedback was received. All parents were contacted via email to seek their input on the draft LCAP. In addition, parents were invited to provide input at open sessions of the ECHS Board of. The plan was approved by the Board on May 29, 2019.

Impact on LCAP and Annual Update

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

Input from stakeholders helped the school determine goals for the upcoming school year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Goal #1: Improve Pupil Learning

Student achievement will increase annually with a focus on mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Identified Need:

State and local assessment results show a need to improve academic achievement especially in mathematics.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Smarter Balanced results 11th grade math	48% met or exceeded standards	43% met or exceeded standards	42.5% met or exceeded standards	45% or higher will meet or exceed standards

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Smarter Balanced 11 th grade math, Socioeconomically Disadvantaged group	29% met or exceeded standards in the low income group compared to 60% on the non-low income group	25.4% met or exceeded standards	27.7% met or exceeded standards	30% will meet or exceed standards
Dashboard – Graduation Rate	Hispanic graduation rate is yellow compared to green at 85.3% compared to for all students at 91.6%	Hispanic graduation rate remained the same at 85.4%	Hispanic graduation rate declined to 82.4%	Hispanic graduation rate will improve to 86%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Interventions:

Math lab

Math Review Classes in addition to regular math class

Daily tutorial

Additional student services support provided by two additional counselors

Flex Lab

Additional tutoring support

Saturday School

Summer School

Homework Club

Hiring of additional teacher to provide math support

Time allocated for directors and assistant directors to provide intervention and analysis services by working with teachers, students, and parents.

Technology support and expansion

Technology Support personnel

Computer and peripheral purchases

Licenses

Smarter Balanced testing and related computer needs

Data maintenance and entry

2018-19 Actions/Services

Interventions:

Math lab

Math Review Classes in addition to regular math class

Daily tutorial

Additional student services support provided by two additional counselors

Flex Lab

Additional tutoring support

Saturday School

Summer School

Homework Club

Hiring of additional teacher to provide math support

Time allocated for directors and assistant directors to provide intervention and analysis services by working with teachers, students, and parents.

Technology support and expansion

Technology Support personnel

Computer and peripheral purchases

Licenses

Smarter Balanced testing and related computer needs

Data maintenance and entry

2019-20 Actions/Services

Interventions:

Math lab

Math Review Classes in addition to regular math class

Daily tutorial

Additional student services support provided by two additional counselors

Flex Lab available for Monday morning academic support

Additional tutoring support

Saturday School

Summer School

Time allocated for directors and assistant directors to provide intervention and analysis services by working with teachers, students, and parents.

More options for personalized schedules within the full-time Flex and Flex 1:1 spectrum.

Technology support and expansion

Technology Support personnel

Licenses

Smarter Balanced testing and related computer needs

Data maintenance and entry

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$785,974	\$1,077,436	\$ 1,165,169
Source	Supplemental Funds General Funds	Supplemental Funds General Funds	Supplemental Funds General Funds
Budget Reference	SACS codes: 1100, 2100, 2400, 5800, 1300, 4300, 4400	SACS codes: 1100, 2100, 2400, 5800, 1300, 4300, 4400	SACS codes: 1100, 2100, 2400, 5800, 1300, 4300, 4400

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Goal #2: State academic content and performance standards will be implemented and/or maintained in all courses based on the latest published standards adopted by the state Board of Education.

State and/or Local Priorities addressed by this goal:

State Priorities 2, 4, 6, 7, 8

Local Priorities:

Identified Need:

Textbooks and materials are needed in order to fully implement and/or maintain state standards.

Professional development activities will assist teachers in implementing standards.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Availability of standards-aligned texts and	All students have adequate standards-aligned texts and materials.	All students have adequate standards-aligned texts and materials.	All students have adequate standards-aligned texts and materials.	All students have adequate standards-aligned texts and materials.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
materials for all students.				
List/agenda/attendance roster of staff professional development activities.	All staff have access to professional development activities that support standards alignment and instruction.	All staff have access to professional development activities that support standards alignment and instruction.	All staff have access to professional development activities that support standards alignment and instruction.	All staff have access to professional development activities that support standards alignment and instruction.

Planned Actions / Services

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

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Standards-aligned texts and materials will be purchased as needed to meet student need.

Staff will have access and time to attend professional development activities will assist them in implementing standards.

Induction/BTSA program now provided on-site to teachers.

2018-19 Actions/Services

Standards-aligned texts and materials will be purchased as needed to meet student need.

Staff will have access and time to attend professional development activities will assist them in implementing standards.

Induction/BTSA program now provided on-site to teachers.

2019-20 Actions/Services

Standards-aligned texts and materials will be purchased as needed to meet student need.

Staff will have access and time to attend professional development activities will assist them in implementing standards.

Induction/BTSA program now provided on-site to teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,000	\$58,000	\$ 68.921
Source	Lottery Funds Educator Effectiveness Funds	Lottery Funds Educator Effectiveness Funds	Lottery Funds Educator Effectiveness Funds
Budget Reference	SACS codes: 4100, 4200, 4300, 5200, 5800	SACS codes: 4100, 4200, 4300, 5200, 5800	SACS codes: 4100, 4200, 4300, 5200, 5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$644,768

6.45 %

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

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

Escondido Charter High School will receive an estimated \$644,768 in supplemental funding in 2019-20 generated by the school's low-income population, the only numerically significant unduplicated demographic. The school's unduplicated count is 41.3 percent. All amounts and percentages are based on FCMAT calculator estimates.

The actions and services being funded – interventions, technology support, materials/textbook purchases, and professional development – will provide increased and improved services for our unduplicated population, as well as all students. A variety of interventions will assist students who need additional support in academic achievement. Technology support and expansion will ensure that our online programs as well as standardized testing are fully functional. The purchase of standards-aligned textbooks and materials as well as professional development activities will provide staff with the tools they need to support student achievement.