Introduction:

LEA: El Camino Real Charter High School   **Contact (Name, Title, Email, Phone Number):** Lisa Ring. Assistant Principal, l.ring@ecrchs.net, 818-590-3148

LCAP Year: 2016-17 to 2018-19

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)

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

Involvement Process	Impact on LCAP
El Camino Real Charter High School (ECRCHS) designed and implemented a multi-faceted stakeholder engagement effort to ensure broad representation in the LCAP development process. As a first step, ECRCHS hired a third party to conduct a needs assessment process to surface key issues and opportunities around the eight state priorities. The needs assessment involved a review of quantitative and qualitative data. Quantitative data included school-wide, disaggregated and comparison school data around student outcomes measures (e.g., A-G completion, SBAC results, SAT scores, etc.). Qualitative data included a review of the results of student and parent surveys from 2015 as well as the results of separate student, teacher, counselor and administrator focus groups from March 2016. In total, there were 10 student focus groups: two per grade and one with Latino students and African-American students, respectively. All results from the needs assessment were initially reviewed by a designated LCAP team, comprised of faculty representatives from each campus department, counseling staff and two administrator leads. The LCAP team met over a series of meetings in Spring 2016 to review the needs assessment findings and to develop proposed goals, strategies and actions to build on areas of strength and address areas of improvement. Special	The goals and actions included in the LCAP are a direct result of needs assessment regarding areas of priority and investment. Needs assessment findings could be categorized, broadly, under the headers of implementation of standards, college and career readiness, personalized learning, and parent and community engagement. These categories became the basis for the LCAP goals. Corresponding actions were developed in response to direct stakeholder input on the need for: 1) Professional development on research-based instructional strategies and methods to transition and align with the CCSS and NGSS 2) Increased use of data in individual teacher, departmental and school-level decision-making 3) Stronger linkages between student learning and real-world relevance (including career planning) 4) Improved 9th grade transition and increased

care was given to aligning the proposed LCAP goals and activities with existing school plans, including the previous year's LCAP, the charter petition and WASC report. The draft of the LCAP was then reviewed by administrators. In mid-May, an overview of the process and proposed goals and actions was presented to the entire staff. Following that all staff presentation, faculty representatives from the LCAP team hosted a series of lunch meetings to provide a more detailed review of – and solicit feedback on – the draft LCAP goals and progress indicators. Once vetted by administrators and faculty, the LCAP was presented to the ECRCHS Board of Directors: first for an initial review in early June and again in late June for a vote of approval.	counselor support around college and career earlier in a student's tenure 5) Expanded intervention services (in-school and out-of-school) 6) Increased home-to-school communication and parent input into school decision-making

Section 2: Goals, Actions, Expenditures, and Progress Indicators

GOAL:	**1. Ensure implementation of academic content standards for all core subjects as they are adopted**	Related State and/or Local Priorities: 1X 2 X 3__ 4 X 5 X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Needs:	Implementing key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction
	Providing professional development on research-based instructional strategies and teaching methods
	Building the capacity of school staff to understand, interpret, and use data to guide and modify instructional decisions

Goal Applies to:	Schools:	El Camino Real Charter High School
	Applicable Pupil Subgroups:	English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in ELA on SBAC to 62% in 2017. Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in Math on SBAC to 40% in 2017. Increase the school-wide four-year cohort graduation rate to 94.5% in 2016-17. Decrease the four-year cohort dropout rate to 2.7% in 2016-17. Of the parents returning the annual survey, 76% will agree or strongly agree that, "The school provides high quality instruction to my child" in 2016-17.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	9,000 (20% sup. 1,800)
Develop CCSS-aligned curricular maps by course in English/Language Arts and Mathematics establishing common scope and sequence, priority standards, and	School-wide	X ALL OR: __Low Income pupils _English Learners	2750 (20% sup. 550)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
common formative assessments by the end of the 2016-17 school year.		__Foster Youth X Redesignated fluent English proficient __Other Subgroups (Specify)_____	
Provide EL coaching to core academic teachers on helping EL students access CCSS and ELD standards.	School-wide	__ALL OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups (Specify)_____	24000
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	17,500 (20% sup. 3,500)
Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) on what was learned.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0 (Done in PD, covered through Ed. Eff. Grant)
Maintain 95% faculty meeting highly-qualified definition	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Maintain school facilities to promote optimal learning environment	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	200,000 (20% sup. 40,000)

LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:	Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in ELA on SBAC to 65% in 2018. Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in Math on SBAC to 43% in 2018. Increase the school-wide four-year cohort graduation rate to 95.0% in 2017-18. Decrease the four-year cohort dropout rate to 2.4% in 2017-18. Of the parents returning the annual survey, 77% will agree or strongly agree that, "The school provides high quality instruction to my child" in 2017-18.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____		9,000 (20% sup. 1,800)
Develop NGSS-aligned curricular maps by course in Science establishing common scope and sequence, priority standards, and common formative assessments by the end of the 2017-18 school year.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____		2,750 (20% sup. 550)
Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____		2,750 (20% sup. 550)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide EL coaching to core academic teachers on helping EL students access CCSS and ELD standards.	School-wide	__ALL OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups (Specify)_____	24,000
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	17,500 (20% sup. 3,500)
Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) on what was learned.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0 (Done in PD, covered through Ed. Eff. Grant)
Maintain 95% faculty meeting highly-qualified definition	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Maintain school facilities to promote optimal learning environment	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	200,000 (20% sup. 40,000)

LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:	Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in ELA on SBAC to 68% in 2019. Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in Math on SBAC to 46% in 2019. Increase the school-wide four-year cohort graduation rate to 95.5% in 2018-19. Decrease the four-year cohort dropout rate to 2.1% in 2018-19. Of the parents returning the annual survey, 78% will agree or strongly agree that, "The school provides high quality instruction to my child" in 2018-19.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS • Allocate departmental time for analyzing the new frameworks and standards	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____		9,000 (20% sup. 1,800)
Develop CCSS-aligned curricular maps by course in History/Social Studies establishing common scope and sequence, priority standards, and common formative assessments by the end of the 2018-19 school year.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____		2,750 (20% sup. 550)
Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____		2,750 (20% sup. 550)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide EL coaching to core academic teachers on helping EL students access CCSS and ELD standards.	School-wide	__ALL OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups (Specify)_____	24,000
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	17,500 (20% sup. 3,500)
Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) on what was learned.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0 (Done in PD, covered through Ed. Eff. Grant)
Include regular examination of student work against common rubrics/criteria in teacher collaboration (by course or department)	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,750 (20% sup. 550)
Maintain 95% faculty meeting highly-qualified definition	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Maintain school facilities to promote optimal learning environment	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	200,000 (20% sup. 40,000)

GOAL:	2. Solidify a clear school-wide identity in terms of College & Career Readiness	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5__ 6 __ 7__ 8 _X_ COE only: 9__ 10__ Local : Specify _____
Identified Needs:	Reinforcing the college prep orientation of the school	
	Strengthening the connection between student learning and real world relevance (including career planning)	
Goal Applies to:	Schools: El Camino Real Charter High School	
	Applicable Pupil Subgroups: English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American	

	LCAP Year 1: 2016-17
Expected Annual Measurable Outcomes:	Increase school-wide UC/CSU eligibility rate (i.e., A-G completion) to 45% in 2016-17.
	Increase the % of students deemed "college ready" on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA to 28% in 2016-17
	Increase the % of students deemed "college ready" on the EAP based on Grade 11 SBAC in Math to 16% in 2016-17.
	Increase the % of students enrolled in at least one AP course to 24% in 2016-17.
	Increase the % AP exams passed with a score of 3 or higher to 72% in 2016-17.
	Increase the % of students earning "C" or better in regular, non-honors ELA to 79% in 2016-17.
	Increase the % of students earning "C" or better in regular, non-honors Math to 58% in 2016-17.
	Increase the % of students earning "C" or better in regular, non-honors Science to 70% in 2016-17.
	Increase the % of students earning "C" or better in regular, non-honors History/Social Studies to 81% in 2016-17.
	Increase the % of seniors enrolled in higher level Math (i.e., above Algebra II) to 32% in 2016-17.
	Of the parents returning the annual survey, at least 74% will agree or strongly agree that, "School staff (teachers, counselors, administrators) encourage all students to prepare for college."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a "college-going culture" and/or "career exploration"	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0 (Done in PD, covered through Ed. Eff. Grant)
Reinvigorate implementation of AVID program • Increase AVID tutorial component • Provide required professional development for AVID site team	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	0
Implement PSAT exams for grades 9th -11th school wide	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	20,000 (20% sup. 4,000)

LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	Increase school-wide UC/CSU eligibility rate (i.e., A-G completion) to 49% in 2017-18. Increase the % of students deemed "college ready" on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA to 30% in 2017-18. Increase the % of students deemed "college ready" on the EAP based on Grade 11 SBAC in Math to 18% in 2017-18. Increase the % of students enrolled in at least one AP course to 26% in 2017-18. Increase the % AP exams passed with a score of 3 or higher to 73% in 2017-18. Increase the % of students earning "C" or better in regular, non-honors ELA to 79% in 2017-18. Increase the % of students earning "C" or better in regular, non-honors Math to 61% in 2017-18. Increase the % of students earning "C" or better in regular, non-honors Science to 72% in 2017-18. Increase the % of students earning "C" or better in regular, non-honors History/Social Studies to 82% in 2017-18. Increase the % of seniors enrolled in higher level Math (i.e., above Algebra II) to 33% in 2017-18. Of the parents returning the annual survey, at least 75% will agree or strongly agree that, "School staff (teachers, counselors, administrators) encourage all students to prepare for college."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a "college-going culture" and/or "career exploration"	School-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0 (Done in PD, covered through Ed. Eff. Grant)
Reinvigorate implementation of AVID program • Increase AVID tutorial component • Provide required professional development for AVID site team	School-wide	X ALL	0

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Enroll more students in higher-level math (i.e., beyond Algebra II) by offering regular Statistics, Math Analysis, and AVID Calculus	School-wide	X ALL	0
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
By the end of 9th grade, identify each students' career/industry sector interests and then provide counseling on educational requirements for different careers in that sector • Integrate with Naviance during Career & College Readiness course and during 9th grade classroom visitations by counselors	School-wide	X ALL	5,000 (20% sup. 1,000)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5,000 (20% sup. 1,000)
Involve students in field trips or guest speakers tied to an academic or CTE class annually	School-wide	X ALL	5,000 (20% sup. 1,000)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
Provide increased information regarding trade schools/certification programs • West Valley Occupational Center and/or Pierce College (redevelop relationship)	School-wide	X ALL	5,000 (20% sup. 1,000)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Implement PSAT exams for grades 9th -11th school wide	School-wide	X ALL	20,000 (20% sup. 4,000)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

	LCAP Year 3: 2018-19
Expected Annual Measurable Outcomes:	Increase school-wide UC/CSU eligibility rate (i.e., A-G completion) to 52% in 2018-19.
	Increase the % of students deemed "college ready" on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA to 32% in 2018-19.
	Increase the % of students deemed "college ready" on the EAP based on Grade 11 SBAC in Math to 20% in 2018-19.
	Increase the % of students enrolled in at least one AP course to 28% in 2018-19.
	Increase the % AP exams passed with a score of 3 or higher to 75% in 2018-19.
	Increase the % of students earning "C" or better in regular, non-honors ELA to 81% in 2018-19.
	Increase the % of students earning "C" or better in regular, non-honors Math to 64% in 2018-19.
	Increase the % of students earning "C" or better in regular, non-honors Science to 74% in 2018-19.
	Increase the % of students earning "C" or better in regular, non-honors History/Social Studies to 83% in 2018-19.
	Increase the % of seniors enrolled in higher level Math (i.e., above Algebra II) to 34% in 2018-19.
	Of the parents returning the annual survey, at least 76% will agree or strongly agree that, "School staff (teachers, counselors, administrators) encourage all students to prepare for college."
	100% of students will participate in at least one college visit and/or career-oriented field trip by the end of 11th grade.
	100% of seniors will graduate with a complete College & Career Readiness portfolio.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand student access to AP classes; become more proactive about supporting more students regardless of level • Increase # of sections in high demand classes (i.e. English)	School-wide	__ALL OR: X Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) African American, Hispanic/Latino	0
Reinvigorate implementation of AVID program • Increase AVID tutorial component • Provide required professional development for AVID site team	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	0
Enroll more students in higher-level math (i.e., beyond Algebra II) by offering regular Statistics, Math Analysis, and AVID Calculus	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	0
Increase collaboration with colleges and universities (upward articulation)	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
By the end of 9th grade, identify each students' career/industry sector interests and then provide counseling on educational requirements for different careers in that sector • Integrate with Naviance during Career & College Readiness course and during 9th grade classroom visitations by counselors	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Involve students in field trips or guest speakers tied to an academic or CTE class annually	School-wide	X ALL
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____
Provide increased information regarding trade schools/certification programs • West Valley Occupational Center and/or Pierce College (redevelop relationship)	School-wide	X ALL
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____
Scale up existing and develop one additional Career Pathways (i.e., a sequence of 3 or more classes) to allow student to explore their career interests and engage in project-based and applied learning • Currently have Careers in Entertainment and Art (CEA) and Art/Fashion Design which cover "Arts, Media, and Entertainment" and the "Fashion and Interior Design" industry sectors • CA has identified a total of 15 industry sectors for CTE pathways (see: http://statecenter.com/resources/industry-sectors)	School-wide	X ALL
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____
Partner with community businesses and organizations to provide internships, field trips, job shadowing, and project based learning	School-wide	X ALL
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____
Require a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc.) • Naviance covers all but sample work • Roll out through Career & College Readiness elective.	School-wide	X ALL
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____

• Have benchmarks by grade			

Implement PSAT exams for grades 9th -11th school wide	School-wide	X ALL	20,000 (20% sup. 4,000)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a "college-going culture" and/or "career exploration"	School-wide	X ALL	0 (Done in PD, covered through Ed. Eff. Grant)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

GOAL:	**3. Ensure that all students receive personalized supports to succeed**	Related State and/or Local Priorities: 1__ 2__ 3 X 4 X 5 X 6__ 7 X 8 X COE only: 9__ 10__ Local : Specify _____

Identified Needs:	Closing existing achievement gaps Improving the 9th grade transition to high school Expanding intervention services – during school and extended day – to students of all grades requiring additional support Providing non-academic supports that meet the holistic needs of students

Goal Applies to:	Schools:	El Camino Real Charter High School
	Applicable Pupil Subgroups:	English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American, Foster Care Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase four-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup) to 93.1% in 2016-17. Meet AMAO 1 with 57% EL students moving 1 or more CELDT levels under Title III in 2016-17. Meet AMAO 2 with 30% EL students, less than 5 years, attaining English proficiency under Title III in 2016-17. Meet AMAO 2 with 45% EL students, 5+ years, attaining English proficiency under Title III in 2016-17. Increase EL reclassification rate to 19.3% in 2016-17. Increase % of low-income students earning "C" or better in ELA to 87% in 2016-17. Increase % of low-income students earning "C" or better in Mathematics to 66% in 2016-17. Increase % of low-income students earning "C" or better in Science to 75% in 2016-17. Increase % of low-income students earning "C" or better in History/Social Studies to 85% in 2016-17.

Increase the % of low-income students that pass AP exams with a score of 3 or higher to 64% in 2016-17.

Increase the % of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 88% in 2016-17.

Of the parents returning the annual survey, at least 64% will agree or strongly agree that, "The teachers at the school care about students' progress."

Increase student attendance (ADA) to 96.5% in 2016-17.

Reduce chronic absenteeism to 9% in 2016-17.

Reduce student suspension rate to 0.7% in 2016-17.

Maintain expulsion rate of 0% in 2016-17.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the role of the Black Student Union and Village Nation	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) African American	0
Provide College and Career Readiness training for Latino and African American youth through "The Village" and "La Familia" assemblies, field trips, and guest speakers Hispanics Scholars Club (part of La Familia)	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) African American and Hispanic/Latino	10,000 (20% sup. 2,000)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	Targeted	__ALL OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Homeless</u>	1,500 (100% sup. 1,500)
Continue to utilize Student Success Team model for struggling students	School-wide	X ALL OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	School-wide	X ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	880,000 (100% sup. 880,000)
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	Targeted	X ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	150,000 (100% sup. 150,000)
Offer online credit recovery programs (e.g., Cyber High)	School-wide	X ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	8,500 (100% sup. 8,500)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.	Targeted	X_ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	10,000 (100% sup. 10,000)
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for Title I students.	Targeted	_ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	560,000 (100% sup. 560,000)
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Chromebooks for ESL and underperforming, unduplicated EL students.	Targeted	_ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	50,000 (100% sup. 50,000)
Support FRPM and EL student technology	Targeted	X_ALL OR: X Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	112,500 (100% sup. 112,500)
Provide nutritional snacks for students in the extended day intervention programs.	School-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	30,000 (100% sup. 30,000)
Develop, implement, and maintain a Student Relationship Management (SRM) dashboard	School-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	50,000 20% sup. 10,000)
Refer targeted students to :	Targeted	X_ALL	0

- With drug and alcohol substance abuse issues to Tarzana Treatment Center. - With eating disorders to the Body Image Group - Behavior concerns Anger Management programs. - Offer Mental health and therapy to services on or off campus		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Introduce communication tools (e.g., ticket system, Google Doc) to close the feedback loop between the Attendance Coordinator and teachers.	School-wide	X ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	Increase four-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup) to 93.8% in 2017-18. Meet AMAO 1 with 59% EL students moving 1 or more CELDT levels under Title III in 2017-18. Meet AMAO 2 with 31% EL students, less than 5 years, attaining English proficiency under Title III in 2017-18. Meet AMAO 2 with 48% EL students, 5+ years, attaining English proficiency under Title III in 2017-18. Increase EL reclassification rate to 19.5% in 2017-18. Increase % of low-income students earning "C" or better in ELA to 88% in 2017-18. Increase % of low-income students earning "C" or better in Mathematics to 68% in 2017-18. Increase % of low-income students earning "C" or better in Science to 77% in 2017-18. Increase % of low-income students earning "C" or better in History/Social Studies to 86% in 2017-18. Increase the % of low-income students that pass AP exams with a score of 3 or higher to 64% in 2017-18. Increase the % of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 89% in 2017-18. Of the parents returning the annual survey, at least 66% will agree or strongly agree that, "The teachers at the school care about students' progress." Increase student attendance (ADA) to 97% in 2017-18. Reduce chronic absenteeism to 8% in 2017-18. Reduce student suspension rate to 0.6% in 2017-18. Maintain expulsion rate of 0% in 2017-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Define structure and curriculum for Summer Bridge Program for incoming 9th graders identified as needing extra help	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6,000 (20% sup. 1,200)
Improve Freshman Orientation Process, Support, and Follow Up • Investigate options such as Freshman First Day, Link Crew, etc. • Set up evening program for parents and students; day program for students (the latter would be student-led with current students) • Have Coordinator follow Bridge students throughout the entire year	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Provide diagnostic testing in reading and math for incoming freshman in Math and Reading to aid in correct placement consistent with skill and ability level and/or to support differentiation	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) African American	1,000 (20% sup. 200)
Provide Career and College Readiness training for Latino and African American youth through "The Village" and "La Familia" assemblies, field trips, and guest speakers Hispanics Scholars Club (part of La Familia)	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) African American and Hispanic/Latino	10,000 (20% sup. 2,000)
Continue the role of the Black Student Union and Village Nation	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) African American	0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	Targeted	__ALL OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Homeless	1,500 (100% sup. 1,500)
Continue to utilize Student Success Team model for struggling students	School-wide	X ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	School-wide	X ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	880,000 (100% sup. 880,000)
Restructure and expand 7th period intervention courses to targeted students • Move from Homework Help to more structured program of support, particularly in Math	School-wide	X ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	30,000 (100% sup. 30,000)
Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.	Targeted	X ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	10,000 (100% sup. 10,000)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for FRPM students and Chrome Books for ESL and EL	Targeted	_ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	560,000 (100% sup. 560,000)
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for FRPM students and Chrome Books for ESL and EL	Targeted	_ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	50,000 (100% sup. 50,000)
Support FRPM and EL student technology	Targeted	X_ALL OR: X Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1125,000 (100% sup. 112,500)
Provide nutritional snacks for students in the extended day intervention programs.	School-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	30,000 (100% sup. 30,000)
Develop, implement, and maintain a Student Relationship Management (SRM) dashboard	School-wide	X_ALL	50,000 (20% sup. 20,000)

Continue to offer online credit recovery programs (e.g., Cyber High)	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	8,500 (100% sup. 8,500)

Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	Targeted	X ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	150,000 (100% sup. 150,000)
Expand AP preparation ("AP Bridge") over the summer	Targeted	X ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	30,000 (100% sup. 30,000)
Refer targeted students to : • With drug and alcohol substance abuse issues to Tarzana Treatment Center. • With eating disorders to the Body Image Group • Behavior concerns Anger Management programs. • Offer Mental health and therapy to services on or off campus	Targeted	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	Increase four-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup) to 94.5% in 2018-19. Meet AMAO 1 with 61% EL students moving 1 or more CELDT levels under Title III in 2018-19. Meet AMAO 2 with 32% EL students, less than 5 years, attaining English proficiency under Title III in 2018-19. Meet AMAO 2 with 50% EL students, 5+ years, attaining English proficiency under Title III in 2018-19. Increase EL reclassification rate to 19.7% in 2018-19. Increase % of low-income students earning "C" or better in ELA to 89% in 2018-19. Increase % of low-income students earning "C" or better in Mathematics to 70% in 2018-19. Increase % of low-income students earning "C" or better in Science to 78% in 2018-19. Increase % of low-income students earning "C" or better in History/Social Studies to 87% in 2018-19. Increase the % of low-income students that pass AP exams with a score of 3 or higher to 68% in 2018-19. Increase the % of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 90% in 2018-19. Of the parents returning the annual survey, at least 68% will agree or strongly agree that, "The teachers at the school care about students' progress." Maintain student attendance (ADA) at 97% in 2018-19. Reduce chronic absenteeism to 7% in 2018-19. Reduce student suspension rate to 0.5% in 2018-19. Maintain expulsion rate of 0% in 2018-19.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Define structure and curriculum for Summer Bridge Program for incoming 9th graders identified as needing extra help	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6,000 (20% sup. 1,200)
Improve Freshman Orientation Process, Support, and Follow Up • Investigate options such as Freshman First Day, Link Crew, etc. • Set up evening program for parents and students; day program for students (the latter would be student-led with current students) • Have Coordinator follow Bridge students throughout the entire year	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Provide diagnostic testing in reading and math for incoming freshman in Math and Reading to aid in correct placement consistent with skill and ability level and/or to support differentiation	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) African American	1,000 (20% sup. 200)
Provide College and Career Readiness skills training for Latino and African American youth through "The Village" and "La Familia" assemblies, field trips, and guest speakers Hispanics Scholars Club (part of La Familia)	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) African American and Hispanic/Latino	10,000 (20% sup. 2,000)
Continue the role of the Black Student Union and Village Nation	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) African American	0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	Targeted	__ALL OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Homeless	1,500 (100% sup. 1,500)
Continue to utilize Student Success Team model for struggling students	School-wide	X ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Expand AP preparation ("AP Bridge") over the summer	Targeted	X ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	30,000 (100% sup. 30,000)
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	School-wide	X ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	880,000 (100% sup. 880,000)
Restructure and expand 7th period intervention courses to targeted students • Move from Homework Help to more structured program of support, particularly in Math	School-wide	X ALL OR: __Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	30,000 (100% sup. 30,000)
Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.	Targeted	X ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	10,000 (100% sup. 10,000)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for Title I students.	Targeted	_ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	560,000 (100% sup. 560,000)
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for FRPM students and Chrome Books for ESL and EL	Targeted	_ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	50,000 (100% sup. 50,000)
Provide nutritional snacks for students in the extended day intervention programs.	School-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	30,000 (100% sup. 30,000)
Develop, implement, and maintain a Student Relationship Management (SRM) dashboard	School-wide	X_ALL OR: X Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	50,000 (20% sup. 10,000)
Offer online credit recovery programs (e.g., Cyber High)	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	8,500 (100% sup. 8,500)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	Targeted	X ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	150,000 (100% sup. 150,000)
Refer targeted students to : • With drug and alcohol substance abuse issues to Tarzana Treatment Center. • With eating disorders to the Body Image Group • Behavior concerns Anger Management programs. • Offer Mental health and therapy to services on or off campus	Targeted	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0

GOAL:	4. Build parents' capacity as partners in supporting and monitoring their child's education progress	Related State and/or Local Priorities: 1__ 2 __ 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9__ 10__ Local : Specify _____

Identified Needs:	Improving school-to-home communication
	Increasing parental input into school decision-making
	Increasing parental participation in programs serving targeted students and subgroups

Goal Applies to:	Schools:	El Camino Real Charter High School
	Applicable Pupil Subgroups:	English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase % of parents/families that complete an annual needs assessment and school climate survey to 10% in 2016-17. Involve at least 5% of parents in school governance or advisory forums (e.g., SSC, ELAC, La Familia, Village Nation, PTSA) to 5% in 2016-17. Of the parents returning the annual survey, at least 61% will agree or strongly agree that, "The school encourages me to participate in parent groups." Involve at least 50% of parents/families in Back-to-School Night in 2016-17. Involve at least 5% of parents/families in a workshop or training on campus to 5% in 2016-17. Of the parents returning the annual survey, at least 71% will agree or strongly agree that, "I feel welcome to participate at the school." At least 30% of parents/families will log on to the Aeries system to access student assessment information in 2016-17. Involve at least 25% of parents/families in an annual parent-teacher and/or student-led conference in 2016-17. Involve at least 20% of parents/families in meeting individually with their child's counselor in 2016-17.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Redesign the school website to include links to monthly electronic parent newsletter and options for parent volunteerism and the Parent Center on campus	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Recruit parents into school advisory committees: • School Site Council (SSC) • English Language Advisory Committee (ELAC) • School Advisory Committee (SAC) Title I	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,000 (20% sup. 400)

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	Increase % of parents/families that complete an annual needs assessment and school climate survey to 15% in 2017-18. Involve at least 5% of parents in school governance or advisory forums (e.g., SSC, ELAC, La Familia, Village Nation, PTSA) in 2017-18. Of the parents returning the annual survey, at least 62% will agree or strongly agree that, "The school encourages me to participate in parent groups." Involve at least 50% of parents/families in Back-to-School Night to 50% in 2017-18. Involve at least 5% of parents/families in a workshop or training on campus to 5% in 2017-18. Of the parents returning the annual survey, at least 72% will agree or strongly agree that, "I feel welcome to participate at the school." At least 30% of parents/families will log on to the Aeries system to access student assessment information in 2017-18. Involve at least 25% of parents/families in an annual parent-teacher and/or student-led conference in 2017-18. Involve at least 20% of parents/families in meeting individually with their child's counselor in 2017-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Provide curricular night for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies)	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,000 (20% sup. 400)
Introduce student led conferencing, phasing in gradually and building on work from AVID.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,000 (20% sup. 400)
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Recruit parents into school advisory committees: • School Site Council (SSC) • English Language Advisory Committee (ELAC) • School Advisory Committee (SAC) Title I	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,000 (20% sup. 400)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use La Familia and The Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services. • Present to faculty to raise awareness of these partnerships	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>African American and Hispanic/Latino</u>	12,000 (20% sup. 2,400
Expand the Latino Outreach program, ELAC, and SSC for families of EL students	Targeted	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400
Develop a cadre of parent resources	Targeted	X ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Increase % of parents/families that complete an annual needs assessment and school climate survey to 20% in 2018-19. Involve at least 5% of parents in school governance or advisory forums (e.g., SSC, ELAC, La Familia, Village Nation, PTSA) in 2018-19. Of the parents returning the annual survey, at least 63% will agree or strongly agree that, "The school encourages me to participate in parent groups." Involve at least 50% of parents/families in Back-to-School Night to 50% in 2018-19. Involve at least 5% of parents/families in a workshop, training or awards on campus to 5% in 2018-19. Of the parents returning the annual survey, at least 75% will agree or strongly agree that, "I feel welcome to participate at the school." At least 30% of parents/families will log on to the Aeries system to access student assessment information in 2018-19. Involve at least 25% of parents/families in an annual parent-teacher and student-led conference in 2018-19. Involve at least 20% of parents/families in meeting individually with their child's counselor in 2018-19.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Provide curricular night for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies)	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,000 (20% sup. 400)
Continue to expand student led conferencing.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,000 (20% sup. 400)
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Recruit parents into school advisory committees: • School Site Council (SSC) • English Language Advisory Committee (ELAC) • School Advisory Committee (SAC) Title I	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals.	School-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,000 (20% sup. 400)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use La Familia and The Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services. • Present to faculty to raise awareness of these partnerships	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>African American and Hispanic/Latino</u>	12,000 (20% sup. 2,400)
Expand the Latino Outreach program, ELAC, and SSC for families of EL students	Targeted	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Develop a cadre of parent resources	Targeted	X ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)

Annual Update

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:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __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?					

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.

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:	$__$1,341,500_____

ECRCHS expects to receive supplemental funds totaling $1,341,500 (Low Income, English Learners and Foster Youth) for 2016-17. These funds are used directly to support teaching and learning across the school with particular attention to low-performing and unduplicated students. Most of these funds will be used charter-wide to programs that serve a higher percentage of the unduplicated count students, like summer school for credit recovery and alternative education and independent study programs for graduation for those that might have difficulty in the traditional classroom. For example, the alternative school graduated 100 students in 2016 who had fallen behind in credits. This program allows students opportunities for credit recovery that is not available traditionally. More than 1,000 students have been classified as "at-risk" (see section 3b for details on what constitutes an "at-risk" students). These programs are vital to ensuring their successful completion of their high school diploma.

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.

| 4.54 | % |

Unduplicated students are being targeted with priority access to alternative education programming and through providing these students with access to personal computing technology. These students will be the only group on campus to receive Surface Pros, while other students will have the, available for check out through the school's media center/library. 100% of incoming unduplicated students will be eligible for this program. Additionally, the school has created a set of criteria, previously undefined, to identify at risk students to classify as Title 1. These criteria are as follows:

- English Learners
- Free and Reduced Price Meals
- Homeless, Foster Youth, or Group Home
- Chronic absenteeism
- By course (7XXX course number, indicating alternative school coursework)
- Truancies (3 or more periods or 3 or more unverified absences)
- D/F list (any combination of 2 or more Ds or Fails at the end of each semester)
- By credits (<55 for Sophomore, <110 for Juniors, <170 for Seniors)
- Not on track to graduate (check end of Sophomore year and every semester there after) – related to previous criterion

Based on these criteria, El Camino Real Charter High School has roughly 30% of their students at risk, a total of 1,137. Including the FRPM population, the number increases to 1,635 (43%). The English Learners will have a dedicated coach to work with the core academic courses in order to improve the transition from ESL to mainstream courses. One hundred percent (100%) of this action and service "Provide EL coaching to core academic teachers on helping EL students will access CCSS and ELD standards" will be dedicated solely to helping these students.