Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: 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
Clarksville Charter School	Jennel Sherman Senior Director	jenell@inspireschools.org (916) 568-9959

2017-20 Plan Summary
The Story

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

Clarksville Charter School is a tuition-free public charter school offering personalized student learning in grades TK through 12 . We offer multiple educational programs and encourages parents to customize their child's learning experience to help address individual learning needs. Under the direction of caring, appropriately credentialed teachers, students complete an independent study and small group instruction online programs. Students can choose to complete their educational experience completely online, participate in a blended model of online coursework with some direct instruction, complete some offline textbook work, participate in homeschool curriculum, enroll in project-based courses, and enjoy enrichment opportunities.

LCAP Highlights

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

This year, we are adding Actions/Services intended to help improve our high school graduation rates and to increase our student performance including:
- Implement four-year graduation rate needs assessment and root cause analysis including related professional development (Goal 4, Action1)
- Implement Project Recovery for students, particularly for unduplicated students including those who are English Learners, Foster Youth, or have a low socio-economic background. (Goal 4, Action 4); and
- Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 (Goal 2, Action 4)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.
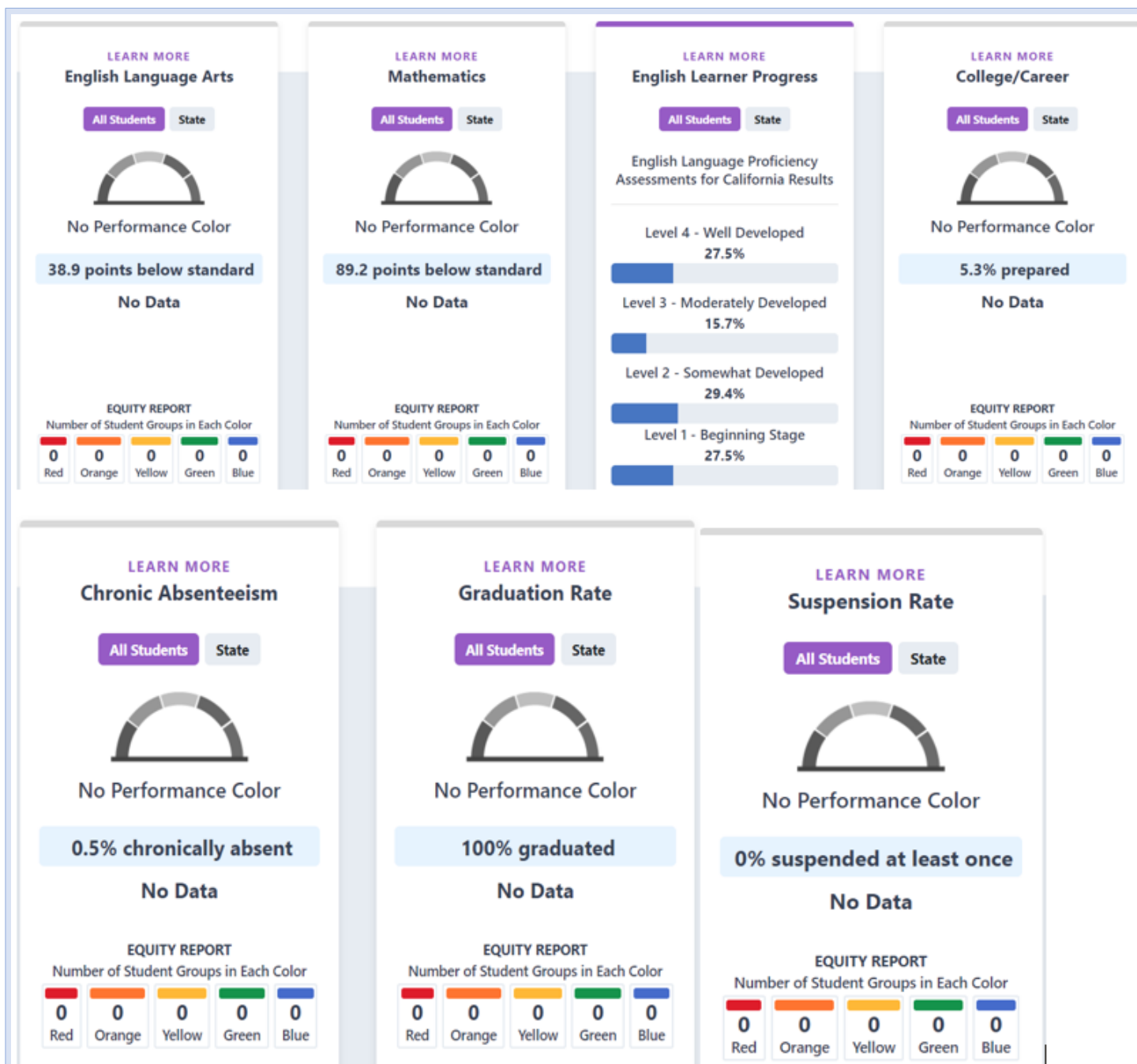
Greatest Progress

According to the 2018 California Schools Dashboard, our Graduation Rate Indicator score is 100% while our Suspension Rate Indicator is also 0%. Additionally, we experienced an improvement in the percentage of student who scored at "Prepared" on the College Career Indicator. We've implemented an RTI model, English Language Development instructional program, and Specialized Academic Instruction services to support students, as well as wet labs for science classes. Additionally, we are emphasizing a data-informed culture as evidenced by the hiring of a Dean of Academics, Director of Student Achievement and Accountability, and Coordinator of Professional Development. Further, we have implemented a schoolwide benchmark assessment window after which teachers analyze results and create individualized student goals.

Referring to the California School Dashboard, 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

To receive a California Schools Dashboard color based performance levels/scores, a school must have two years of data. Because this is our first year, the Dashboard has not reported any color based score for our school. However, we scored 38.9 points below standard on ELA Indicator and 89.2 points below standard on the Mathematics Indicator. Further, 5.3% of our students scored at Prepared on the College Readiness Indicator. We are addressing our needs through several initiatives including collaborating with local colleges to increase the number of Dual Enrollment and Career Technical Education (CTE) courses we offer to students. Further, we are reviewing our CTE course pathways and codes within our Student Information System to track student completion better CTE course sequences. We are also actively collaborating with San Diego State University to conduct a root cause analysis of our state assessment results in math and ELA and to plan actionable steps towards a unified, strategic approach to continuous improvement including timelines, staff responsibilities, and needed materials.

English Language Arts

All Students | State

No Performance Color

38.9 points below standard

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

Mathematics

All Students | State

No Performance Color

89.2 points below standard

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

English Learner Progress

All Students | State

English Language Proficiency
Assessments for California Results

Level 4 - Well Developed
27.5%

Level 3 - Moderately Developed
15.7%

Level 2 - Somewhat Developed
29.4%

Level 1 - Beginning Stage
27.5%

College/Career

All Students | State

No Performance Color

5.3% prepared

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

Chronic Absenteeism

All Students | State

No Performance Color

0.5% chronically absent

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

Graduation Rate

All Students | State

No Performance Color

100% graduated

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

Suspension Rate

All Students | State

No Performance Color

0% suspended at least once

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

Referring to the California School Dashboard, 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

Performance gaps are based on differences in color based performance level scores. However, to receive a California Schools Dashboard color based performance levels/scores, a school must have two years of data. Because this is our first year, the Dashboard has not reported any color based score for our school. As a result, there student group performance gaps to report.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	None	None	None	None	None
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	None	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	None	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

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

Appropriately assigned and credential teachers will develop, implement, and assess standards-based academic content supported by Professional Development Plan consistent with our mission and objectives, focusing first on personalized learning, critical thinking strategies, data analysis, and Common Core State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of teachers appropriately assigned and fully credentialed. **Baseline** New school program and baseline will be established 2017- 2016 school year.	100% of the teachers are appropriately assigned and fully credentialed.
Metric/Indicator Increase number of students participating in Enrichment opportunities as measured by student enrollment. **Baseline** New program and Baseline data will be available in 2017-18	The baseline data 2017-2018 was 25% students participated in teacher led field trips. In 2018-2019, there were 50% students who participated in teacher led field trips.
Metric/Indicator Increase opportunities for parent participation in various school activities. **Baseline** New program and Baseline data will be available in 2017-18	We had over 58% families participate in our back to school event, curriculum fairs, and family celebrations. All families participate in monthly meetings with their child's home school teacher (HST).

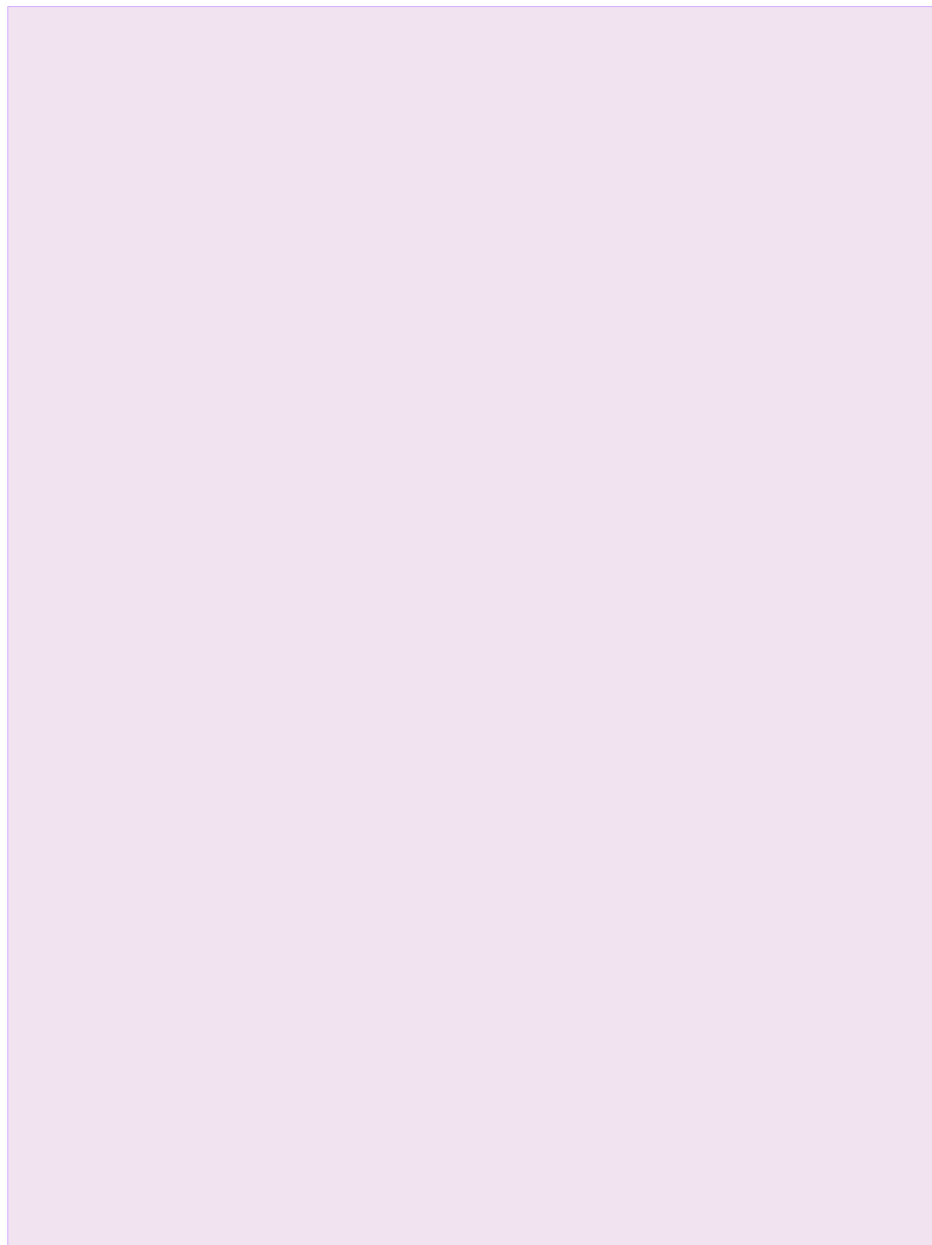| Expected	Actual
Metric/Indicator Increase parent participation rate for the school climate survey by 10%. **Baseline** New school program and baseline will be established 2017- 2016 school year.	64% of the parents returned the LCAP parent survey as of April 15, 2019. While we did increase the number of parents participating in the survey, we will continue to encourage more parents to participate.
Metric/Indicator Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments. **Baseline** New school program and baseline will be established 2017- 2016 school year.	Our attendance rate remains steady at 95% or higher for each month.
Metric/Indicator Maintain chronic absenteeism rate at 0%. **Baseline** New school program and baseline will be established 2017- 2016 school year.	Our chronic absenteeism rate is 0.5% (California Schools Dashboard).

	Expected		**Actual**

Expected

Actual

LEARN MORE

Chronic Absenteeism

All Students   **State**

No Performance Color

0.5% chronically absent

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

Metric/Indicator
Maintain the rate of pupil suspension and expulsions rates.

Baseline
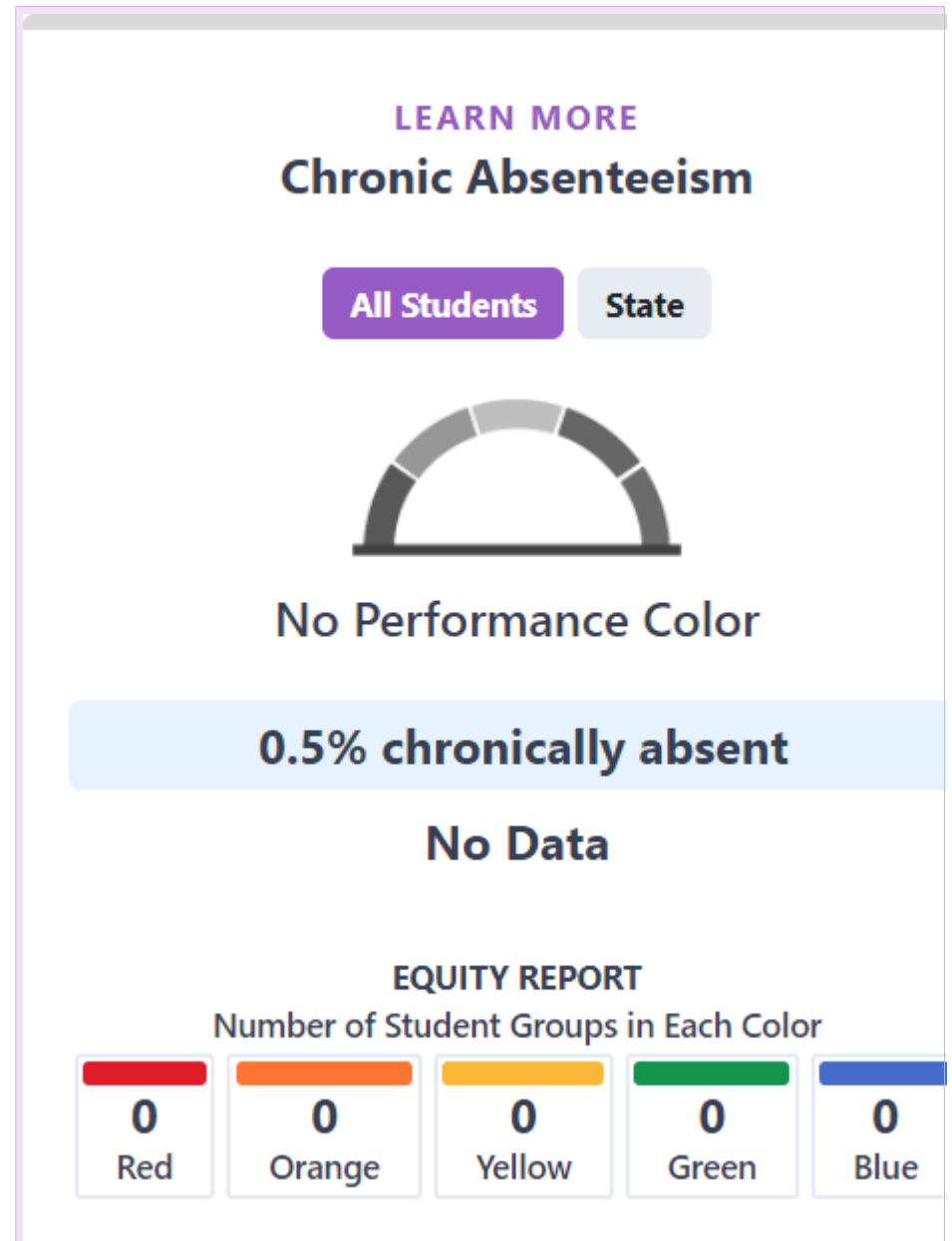
Our pupil suspension and expulsion rates remain steady at 0% California School Dashboard).

	Expected	Actual
	New school program and baseline will be established 2017- 2016 school year.	**LEARN MORE** **Suspension Rate** All Students State No Performance Color **0% suspended at least once** **No Data** EQUITY REPORT Number of Student Groups in Each Color: 0 Red, 0 Orange, 0 Yellow, 0 Green, 0 Blue
Metric/Indicator	Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.	100% of our facilities are considered safe according to the Facilities Inventory (FIT) Report.
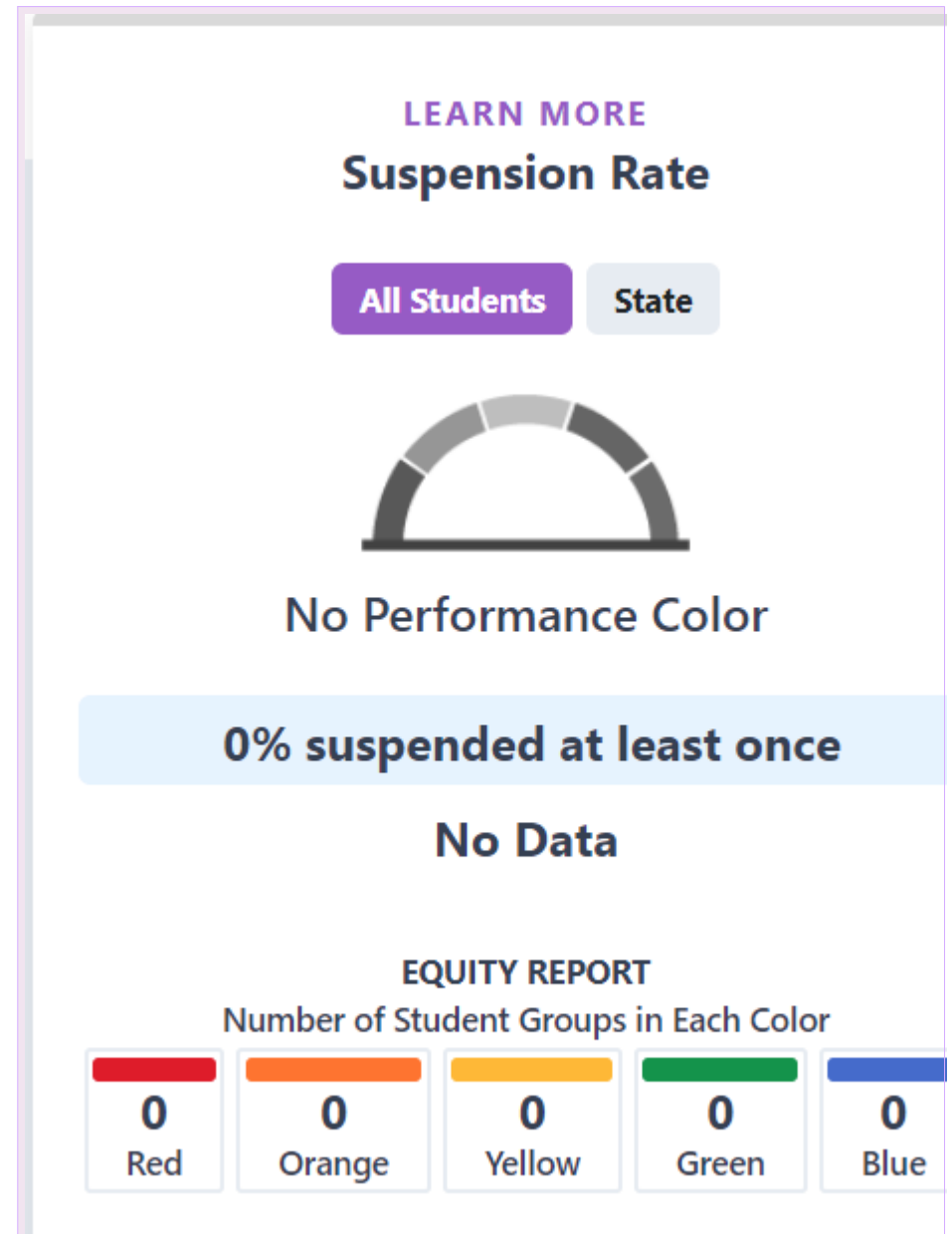
	Expected	Actual

Expected	Actual
Baseline New school program and baseline will be established 2017- 2016 school year.	

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
• Ensure teachers are subject matter competent: • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments • Implement a performance review process that evaluates teacher implementation of CCSS effectively.	As planned, we implemented a performance review process and determined that all staff are appropriately qualified and assigned.	Certificated Teachers 1100 $2,075,700	CertificateStaff 1000-1999: Certificated Personnel Salaries LCFF Base $2,279,756

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focused Professional development and parent engagement: • Create and implement school-wide and department professional development calendar and data meetings for staff and parents.	We made an effort to include all families, particularly those with an EL, low-SES, or foster/homeless youth background and to support their needs. Further, our regular PD sessions were informed by parent and staff needs.	Professional Development 5804 $5,100	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $12,177

- Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.
- Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Monitor and intervene on attendance and behavior: - Monthly analysis of attendance and behavior data by subgroup. - Special education services to students with emotional and behavioral challenges as required by IEP. - Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures. - Administer, analyze, and respond to results of	We implemented all sub-actions/services including providing adequate support for emotional and behavioral needs, the administration of surveys, and interventions for students at risk of dropping out. However, the amount of work required led us to add staff members whose primary job is monitor student transitions including the entering of correct exit/transfer codes on our SIS. This allowed us to we follow up with every student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education.	Certificated Administrators 1300 $94,003	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base $0

• annual student and staff satisfaction surveys. • Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Continue the use of Parent Portal: • Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal • Continue to engage parents in use of parent portal (demonstration sessions, how to guides) • Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.	All teachers engaged parents/caregivers through regular communication including the parent portal. We provided access to our parent portal to all of our parents. The portal allows families to access to students logs, assignments, grades, test score, attendance, student schedule, class registration, transcript credit summary, resources for instructional guides and "I Can Statements."	Already included in goal Not Applicable 0	Expenditures included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

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.

We carried out all planned actions/services including monitoring student attendance/behavior and providing supports and needed, proactively communicating with parents including the use of the parent portal, and monitoring teacher assignments to ensure all are appropriately qualified.

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

For the most part, our actions/services we effective in meeting this goal. For example, our attendance, chronic absenteeism, and suspension rates are positive. However, we have 871 students but we received only 69 parent surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Based on increased enrollment, our costs associated with Action 2 increased. Also, costs associated with Action 3 are significantly reduced as compared to last year because these costs are subsumed within Action 1.

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.

Based on the need to ensure student engagement and attendance, we determined the need to add additional staff to focus on monitoring of student enrollment and transfers to increase the accuracy of information/data.

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

Create systems and structures that provide multiple pathways of personalized learning and increase College and Career Readiness of our students to close the achievement gap for all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP participation rate will be at least 95% **Baseline** New school program and baseline will be established 2017-2016 school year.	Our CAASPP participation rate is 92% (California Schools Dashboard) which is an increase from previous years but still is a focus for the school.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups, will meet or exceed the statewide average **Baseline** 40%	37% of our students scored at Standard Met or Standard Exceeded on the ELA Smarter Balanced Assessment (California Schools Dashboard), which is 3% decline from the baseline.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups, will meet or exceed the statewide average **Baseline**	18% of our students scored at Standard Met or Standard Exceeded on the Mathematics Smarter Balanced Assessment (California Schools Dashboard) which is a slight decline from the baseline.

Expected	Actual

24%	

Metric/Indicator 10% of English learners will increase one level of proficiency on the ELPAC annually **Baseline** 50%	The ELPAC was phased in during the 2017-18 school year. Districts administered the CELDT in fall of 2017-18 while the ELPAC was administered in the spring. The 2018 English Learner Progress Indicator (California Schools Dashboard) scores are based on the results of the ELPAC only. As a result, measuring the increase in the percentage of English Learners (EL) who increased by one level of proficiency from 2017 to 2018 is indeterminable. No data was released by the CDE for 2017 English Learner Progress Indicator while the 2018 results are: Level 4- 27.5% Level 3- 15.7% Level 2- 29.4% Level 1- 27.5% As a result of the English Learner Progress Indicator calculation change, we plan to modify the expected percentages on the Expected Annual Measurable Outcomes for this metric.

Expected	Actual

Actual

English Learner Progress
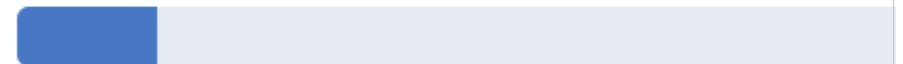
All Students **State**

English Language Proficiency Assessments for California Results
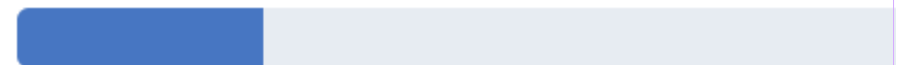

Level 4 - Well Developed

27.5%

Level 3 - Moderately Developed

15.7%

Level 2 - Somewhat Developed

29.4%

Level 1 - Beginning Stage

27.5%

18
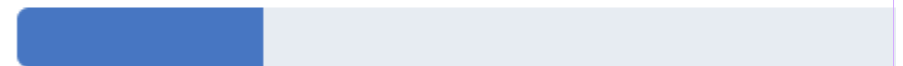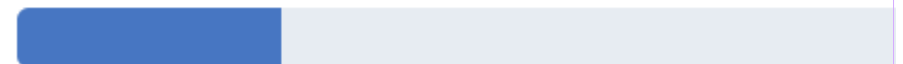
Expected	Actual
Metric/Indicator At least 10% of EL students will demonstrate eligibility for reclassification **Baseline** 16%	38.8% of English Learners (ELs) reclassified to RFEP.
Metric/Indicator 95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught. **Baseline** New school program and baseline will be established 2017-2016 school year.	95% of our students participated in the fall quarterly interim benchmark assessment, an increase of 17% from last year (78%)
Metric/Indicator A professional development calendar will be created to include specific CCSS PD. **Baseline** 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.	100% of our teachers participated in 15 hours or more of curriculum training for common core state standards (CCSS).

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
Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.	85% of our students participated in the fall quarterly interim benchmark and teachers analyzed results to provide appropriate support.	Certificated Administrators 1300 $153,000	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Implement RTI model: • Identify at-risk students	Our RTI model successfully identified students in need of support and provided appropriate	See software costs listed in goal 1 action 4	4305 Software 4000-4999: Books And Supplies LCFF Base $194,368

- Use RTI tiers to determine each student's level of need
- Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes

help. For example, 136 students were identified for reading intervention and 98 for math intervention. Also, 14 students were deemed in need of speech support, 5 were referred for Tier II support, while 3 received Tier III support.. Student Study Teams (SST)
composed of teachers, parents, intervention specialists, curriculum specialists, and a member of the special education team (psychologist or resource specialist) established 6 week goals for these students and regularly monitored progress and recommended additional support as needed including online or in person support.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction Form an EL committee to monitor EL progress on core courses and	This year we stopped administering the CELDT and administered only the ELPAC. 51 students students participated in the ELPAC. Teachers provide designated ELD instruction through online video conference platforms. This year, we form an EL Committee to monitor the academic progress of ELs. We also provided dedicated ELD instruction and appropriately identified EL students.	Included in 1100 salary costs listed in goal 1, action 1 Not Applicable 0	Expenditures included in 5104 PD costs listed in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF Base 0

provide interventions three times a year.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to build up course lists and pathways that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan of students. Committee to review and approve new curriculum and courses Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.	Our College and Career Readiness Committee and Curriculum Adoption Committee helped inform our HSTs who, in turn, supported families with available CTE and dual enrollment courses. We also 3 VAPA based CTE pathways. This year, we offered 181 A-G courses, an increase of 47 from last year (note: the number listed last year, 234, is incorrect and should be 134). This year, we added a CTE, VAPA based pathway.	Included in 1100 salary costs listed in goal 1, action 1 Not Applicable 0	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

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 overall implementation of planned actions/services including the implementation of an RTI model and appropriate supports, compliance related to ELs, the administration of benchmark assessments, and addition of CTE courses occurred without complications.

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

We believe the effectiveness of the actions/services implemented to meet this goal could have been more effective. For example, 100% of our teachers participated in 15 hours or more of curriculum training for common core state standards, 85% of our students participated in the fall quarterly interim benchmark, 43% of our ELs scored at Well Developed or Moderately Developed on the EL Indicator, and nearly 40% reclassified. However, 37% of our students scored at Standard Met or Exceed on the ELA state assessment while 18% performed likewise for math. Next year, we plan to collaborate with the National Center for Urban School Transformation to conduct a root cause analysis regarding our scores. Further, we would have liked to have implemented more CTE pathways. Additionally, we want to see an increase in the number of students who meet grade-level proficiency after participating in assigned interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs for Action 1 reflect a reduction because they are subsumed within Action 1, Goal 1. The increase in expenditures for Action 2 reflects the increased costs of software.

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.

This year, we formed an ELD Commitee.

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 3

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication.

State and/or Local Priorities addressed by this goal:
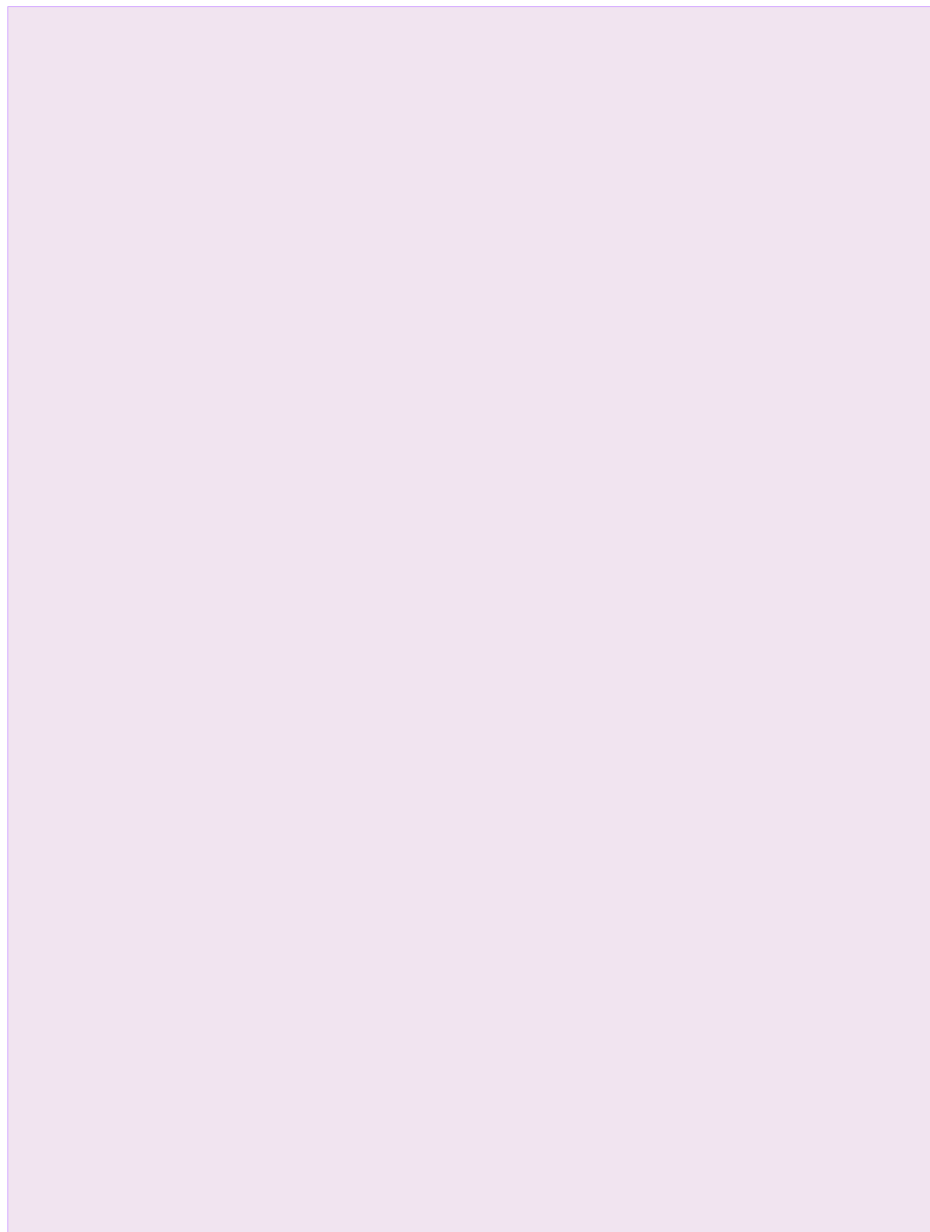
State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

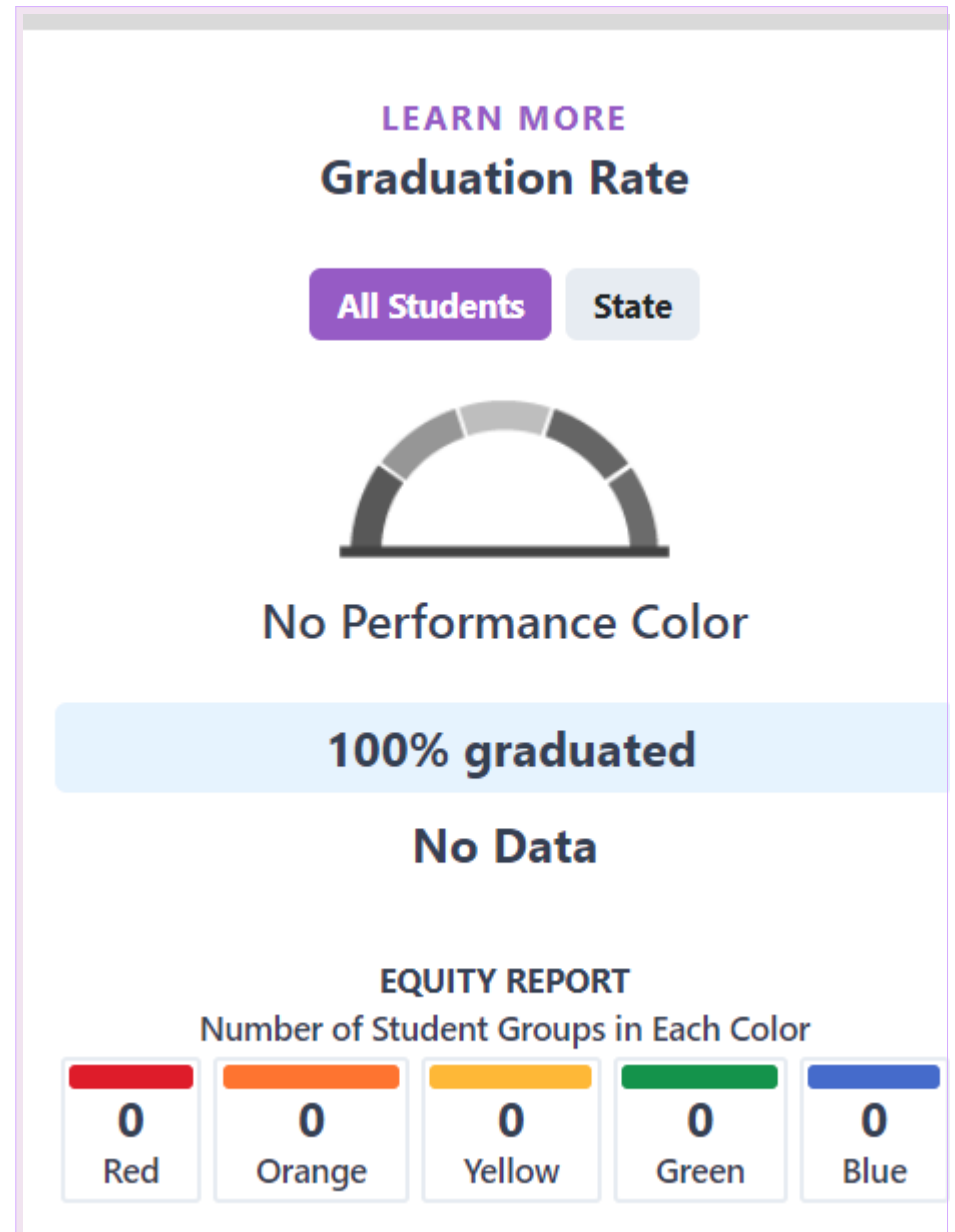| Expected	Actual
Metric/Indicator Increase High School Cohort graduation rate **Baseline** New high school program and baseline will be established 2017- 2016 school year.	Our projected graduation rate is 100%. Based on the dashboard, the four-year cohort graduation rate for 2018 is 100%. We will continue to ensure a 100% graduation rate.

Expected	Actual

LEARN MORE

Graduation Rate

All Students | **State**

No Performance Color

100% graduated

No Data

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	**0**	**0**	**0**	**0**
Red	Orange	Yellow	Green	Blue

Metric/Indicator
Increase the number of students taking Career Technical Education sequences or programs

This year, 23 students have enrolled in CTE Pathways. We plan to modify this metric to reflect progress on the College Career Indicator (California Schools Dashboard). The College Readiness Indicator reports results in three levels: Prepared, Approaching Prepared, and Not Prepared. As measured by

Expected	Actual
Baseline New high school program and baseline will be established 2017- 2016 school year.	the College Career Indicator, 5.3% of our students scored at Prepared, 47.4% scored at Approaching Prepared, and 47.4% scored at Not Prepared. We are working to increase the number of vertically aligned CTE pathways.For example, this year we added a CTE performing arts pathway.
Metric/Indicator Increase the number of students participating in the SAT /ACT/ PSAT. **Baseline** New high school program and baseline will be established 2017- 2016 school year.	TBD
Metric/Indicator Increase the number of students taking college level course through AP or with concurrent enrollment in community colleges. **Baseline** New metric	This year, our students enrolled in 17 (fall 11, spring 6) dual enrollment courses.
Metric/Indicator Increase the number of students passing AP tests with scores of 3 or higher by 5% **Baseline** New high school program and baseline will be established 2017- 2016 school year.	We are encouraging students to take AP tests.
Metric/Indicator Decrease the high school cohort dropout rate. **Baseline** New school program and baseline will be established 2017- 2016 school year.	Our 2017-18 cohort dropout rate is 0%.
Metric/Indicator Maintain 100% of high school students with 4-Year Plans created by a Guidance Counselor **Baseline** New school program and baseline will be established 2017- 2016 school year.	100% of our high school students have a 4-Year Plan created by a Guidance Counselor.
Metric/Indicator Decrease the middle school dropout rate. **Baseline** New action and Baseline data is pending	Our SIS does not identify any middle school students as dropouts.

	Expected	Actual

Expected	Actual
Metric/Indicator 40% of high school students will be on track to graduate with A-G requirements fulfilled **Baseline** New school program and baseline will be established 2017- 2016 school year.	80% of our 9th and 10th graders are on track to graduate prepared on the College Readiness Indicator.

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
Implement Project Recovery for students who did not continue with Inspire the following school year to decrease the dropout rates in middle and high school.	To effectively implement this action/service, staff proactively monitor to ensure all students graduate within four years including enrollment in correct courses, calculating projected graduation rates, to follow up with students/families as needed, as well as to provide related professional development to staff.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide all required classes for students within their selected High school course plans to ensure all students are prepared for their selected college/career pathway.	We provided access to CTE courses but want to increase their number as well as the number of CTE pathways.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 3

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to provide targeted, research-based math & ELA support for struggling students.	HSTs worked collaboratively with students and parents to provide math and ELA support as needed to ensure academic success.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	We made an effort to train teachers about high school based college and career requirements including a-g requirements, individual graduation plans, and dual enrollment.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

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.

We were able to implement all planned actions/services including ELA/math support, college/career readiness PD for staff, providing required courses to ensure all students are prepared for their selected pathway, and an increased focused on our graduation rate. However, we quickly realized we would not be able to adequately complete action/service 1 without additional staff.

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

Although the Dashboard has not released complete data for our school, we believe most of actions/services are could have been more effective in helping to meet this goal. While, our four-year cohort graduation rate is 100% and 100% of our high school students have a 4-Year Plan created by a Guidance Counselor, we would like to see an increase the number of students taking AP and dual enrolment courses as well as AP courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditures for Goal three were included in Goal 1, Action 1. There were no additional expenses.

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.

Due to our low four-year graduation cohort rates, we added 2 FTEs to proactively monitor that all students graduate in a timely manner.

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 4

Develop and implement a board course of study allowing students collaborative learning opportunities to navigate technology and communicate effectively.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of students will have access to a computer **Baseline** Baseline data will be created in 2017-18	100% of our students have access to a computer.
Metric/Indicator 100% of the students will have a broad course of study through vendor lobby electives and enrichment opporutities. **Baseline** New action	100% of our students have a broad course of study including enrichment opportunities through vendors and field trips.
Metric/Indicator Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in. **Baseline** Baseline data will be created in 2017-18	In 2018-2019 school year, students participated in the Yearbook Committee, Student Council, National Honor Society (10th -12th),National Jr. Honor Society (7th - 9th) Inventors Fair, variety of clubs, and Academic Decathlon.
Metric/Indicator	Our website plays a critical role in communicating FAQs, policies, and program descriptions (that are updated regularly). According to google

Expected	Actual
Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log. **Baseline** 100%	analytics, are website traffic is as follows: 1 day active users 6 (100%) 7 day active users 72 (100%) 14 day active users 111 (100%) 28 active users 210 (100%)
Metric/Indicator Continue to provide access to online courses as well as textbook based courses to meet the needs of diverse learners. **Baseline** 100%	100% of our students have access to both online and in person courses. Students have an option to use textbooks, or online curriculum or blend of both. Teachers work closely with families to ensure student is making academic progress with curriculum being used.
Metric/Indicator Continue to provide access to online courses as well as textbook. **Baseline** Baseline data will be created in 2017-18	100% of our students have access to both online and in person courses. Students have an option to use textbooks, or online curriculum or blend of both. Teachers work closely with families to ensure student is making academic progress with curriculum being used.

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
Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.	We successfully continued to provide all students with funds to use toward enrichment activities and VAPA courses of their choice.	Special Activities and fieldtrips 4303 $159,053	5106 Other Educational Consultants 5000-5999: Services And Other Operating Expenditures LCFF Base $1,996,525

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Collect data to ensure students have access to technology to create technology based projects	We were able to provide appropriate technology to students to participate in requested	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hybrid high school courses will include project- based learning that incorporates technology, collaboration, and student communication skills.	We have not made the progress in this area we hoped to make. We continue to research appropriate projected based courses that match an online, independent study format.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.	We successfully increased opportunities for students to participated in leadership and academic events including Academic Decathlon and robotics programs as well as the National Honor Society and the National Jr Honor Society.	No additional expenses	4000-4999: Books And Supplies LCFF Base $317,127

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.

Per our plan, most actions/services were executed including creating opportunities for students to develop their confidence and leadership skills and providing all families with funds to use toward enrichment activities. However, we struggled to find appropriate high school courses that incorporated technology and project-based learning.

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

We believe most actions/services chosen to meet this goal were effective. For example, we maintained updated information on our website that is well visited by parents and we were able to provide enrichment opportunities for students to improve confidence and

leadership skills. Additonally, 100% of students have access to online and in person courses, a broad course of study, and access to a computer. However, we were not successful in finding many high school courses that incorporated technology and project-based learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase expenditures within Action 1 reflect an increased number of requests by students to participate in enrichment opportunities. The same is true for Action 4.

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 are no substantive changes made to this goal, expected outcomes, metrics, or actions/services.

Stakeholder Engagement

LCAP Year: **2019-20**

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?

- August 2 – 4, 2018: In-person teacher training focused on homeschool curriculum strategies, pedagogies, and monitoring/supporting student progress towards CCSS.
- August 22, 2018: Teacher online PD focused on understanding the College Career Indicator.
- September 1, 2018: Family Liaison In-person training regarding LCAP Actions focused on increasing family engagement and support.
- September 3, 2018: Online monthly parent meeting called Inspiring Parents Live led by the senior director to explain the STAR360 diagnostic and CAASPP Scores as they relate to the LCAP.
- September 4, 2018: Staff training regarding CAASPP scores, common core standards (I Can Statements), school accountability, curriculum alignment, and Star 360 results.
- September 10, 2018: Staff training focused on available intervention programs to support students academically at risk (Pathblazer, Reading Horizons, Learning Ally)
- September 19, 2018: Lending library grand opening with families and students.
- September 21, 2018: Back to school family information day. Staff presented to parents on a variety of topics including the LCAP goals, curriculum, testing, clubs, student and parent leadership opportunities, parent portal, and accountability data.
- September 28, 2018: Staff training focused on supporting high school students with individual graduation plans (IGP's).
- October 1, 2018: Online monthly parent meeting called Inspiring Parents Live led by the senior director to explain the California Department of Education Smarter Balance Resources.
- October 3, 2018: Staff training focused on curriculum opportunities for high school students using the eDynamic and Naviance curriculums.
- October 5, 2018: In-person parent meeting led by curriculum director focused on enrichment academies and to discuss school success, areas of focus, and alignment to LCAP goals/actions.
- October 20, 2018: Curriculum Fair—families invited to meet with staff and to learn more about academic support resources.
- November 1, 2018: Online monthly parent meeting called Inspiring Parents Live led by the senior director.
- December 2, 2018: Online staff conference led by curriculum director focused on LCAP goals and actions, including progress.
- December 3, 2018: Board of Trustees meeting- curriculum director presented the Board with an LCAP goals/actions update, including data, progress towards goals, and the California Schools Dashboard.

- December 6, 2018: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused on progress toward LCAP goals.
- February 4, 2019: In-service staff training focused on state and college readiness tests, including the CAASPP, SAT, ACT, and AP.
- February 7, 2019: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused state assessments and their relation to the LCAP .
- February-May 2019: Online weekly parent forum meetings led by the testing and assessment director focused on student achievement goals, assessment goals, and participation in the CAASPP.
- March 7, 2019: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused on Smarter Balanced Assessment tools and resources.
- April 2, 2019: High School Expo: Students and parents invited to learn more about college and career readiness and opportunities.
- April 3 – June 5, 2019: Online monthly parent meetings focused on Brave Writer curriculum.
- April 4, 2019: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused LCAP goals for 2019-2020.
- April 5, 2019: Staff meeting focused on feedback for 2019-20 LCAP goals, including four-year cohort graduation rate.
- April 8, 2019: LCAP Parent and Student Surveys sent via email.
- April 12, 2019: LCAP Staff Surveys sent via email including questions regarding our four-year cohort graduation rate.
- April 15 and 18, 2019: Parent workshop focused on supporting and preparing students for assessments.
- April 22, 2019: Parent meeting focused on increasing involvement and opportunities, including the California Homeschool Parent Association.
- May 1-2, 2019: District and site administrator meeting focused on LCAP goals/actions, including progress, planned modifications, and Dashboard performance.
- May 7, 2019: HSTs met with students and parents to assist with completion of Parent and Student LCAP Survey.
- May 8-9, 2019: Online community forum led by curriculum director focused on LCAP goals/actions. Staff, community members, and parents were encouraged to provided feedback.

Impact on LCAP and Annual Update

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

The following themes emerged during our stakeholder input meetings:

1.   Enrichment Opportunities- Both parents and students indicate they enjoy field trips because they help contextualize learning and would like more of them.   In particular, students are interested in more science and local history based field trips. Also, parents

indicate they enjoy hands-on enrichment academies and believe they would be even more beneficial if enrollment in academies were based on grade-level. LCAP Goal 1, Action 3 is intended to support enrichment opportunities. We will embed parent and students suggestions regarding enrichment opportunities within this Action.

2.   Communication- Parents indicate they enjoy regular communication with staff/teachers, including monthly online meetings called Live with Parents, the parent portal, and emails. A few parents recommended consolidating the number of hyperlinks on the school website, making it easier for parents to access information. LCAP Goal 4, Action 6 focuses on online communication with parents. We will embed parent suggestions regarding hyperlinks within this Action.

3.   Curriculum Training- Both parents and staff commented on curriculum training. Teachers indicate they enjoy the current professional development format, including in-person monthly meetings with peers, and want an increased number of workshops focused on supporting high school students and with the math achievement. LCAP Goal 1, Action 2 and Goal 2, Actions 3 and 4 support staff professional development. We will embed an increased number of workshops focused on supporting high school students and math achievement within these Actions. Parents indicate they enjoy meetings with teachers to obtain guidance and support as well as parent workshops and want an increased number of workshops focused on the mathematics curriculum and literacy strategies enabling them to support their children at home better. LCAP Goal 2, Actions 3 and 6, and Goal 4, Actions 2 and 3 focus on supporting parents with the curriculum. We will increase the number of parent workshops focused on mathematics and literacy strategies within these Actions.

4.   Instructional Materials- Parents indicate they enjoy the Lending Library. A few parents also indicated a desire for increased opportunities to review textbooks and/or curriculums before ordering them. Further, a few parents indicated a desire to increase the number of instructional materials available for gifted students. LCAP Goal 2, Action 6 and Goal 3, Action 2 focus on staff meetings with parents to create a personalized learning plan. We will embed parent suggestions regarding instructional materials within these Actions.

5.   In Person Socializing- Both parents and students indicate a desire for increased opportunities to socialize with peers. LCAP Goal 4, Action 5 focuses on facilitating opportunities to improve confidence and leadership skills. We will embed parent and students suggestions regarding opportunities to socialize within this Action.
6.   Celebration of Students- Parents indicate they would like an increased number of in-person events that celebrate their children, including plays, dances, and recognition events. LCAP Goal 4, Action 5 focuses on facilitating opportunities to improve confidence and leadership skills. We will embed parent suggestions regarding celebrating students within this Action.

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)

Modified Goal

Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities: Basic Conditions

Identified Need:

As an independent study school, students need a variety of ways to engage with the school community to positively impact their educational experience. Focused professional development for parents/learning coaches continues to be a need because they provide daily instructional support to students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of teachers appropriately credentialed and assigned.	100%	100%	100%	
Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.	100%	100%.	100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.	100%	100%	100%	
Percent of students who have access to a computer.	100%	100%	100%	
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.	100%	100%	100%	

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)

All	All Schools Specific Grade Spans: K-12

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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure teachers are subject matter competent: Annual teacher credential review, including CLAD or equivalent Audit Highly Qualified Teacher assignments Implement a performance review process that evaluates teacher implementation of CCSS effectively.	Ensure teachers are subject matter competent: Annual teacher credential review, including CLAD or equivalent Audit Highly Qualified Teacher assignments Implement a performance review process that evaluates teacher implementation of CCSS effectively.	Ensure teachers are appropriate credentialed and assigned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,167,500	$9,350,850	$3,195,000
Source	1100	1100	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$81,600	$16,484
Source	5804	5804	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional/consulting services

Action 3

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)

All	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)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilitate student groups that promote collaboration and communication among students in person and online	Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.	Provide access to broad course of study such as VAPA courses and enrichment opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$757,566	$772,717	$1,685,954
Source	1300	1300	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries Certificated Administrators	5000-5999: Services And Other Operating Expenditures 5106 Other Educational Consultants

Action 4

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)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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)

Modified Goal

Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities: Implementation of Academic Standards

Identified Need:

Our analysis includes the California dashboard as well as local measures. There is a need to increase our participation rates and performance on the Smarter Balanced Assessments. Administration and staff need to create and implement a formal system to quickly identify and support students in danger of failing.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP participation rate will be at least 95%	Baseline data will be established in 2017-18 school year.	92%	TBD in Fall 2019	
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups	40%	37.4%	TBD in Fall 2019	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	24%	18.4%	TBD in Fall 2019	
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Level 4- 27.5% Level 3- 15.7% Level 2- 29.4% Level 1- 27.5%	Level 4- 27.5% Level 3- 15.7% Level 2- 29.4% Level 1- 27.5%	TBD in Fall 2019	
At least 10% of EL students will reclassify	0%	38.8%	TBD	
100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year	100%	100%	100%	
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught	75%	78%	TBD	

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)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.	Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.	Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,156,480	$1,179,610	$1,185,000
Source	1300	1300	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries No additional costs

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 with Disabilities

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement RTI model: Identify at-risk students Use RTI tiers to determine each student's level of need Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	Continue to Implement RTI model: Identify at-risk students Continue to use RTI tiers to determine each student's level of need Continue to Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$186,693
Source			LCFF Base
Budget Reference	See software costs listed in goal 1 action 4 See software costs listed in goal 1 action 4	See software costs listed in goal 1 action 4 See software costs listed in goal 1 action 4	4000-4999: Books And Supplies 4305 software

Action 3

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners

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

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS	Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS	Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC,

| Administer the CELDT annually to all EL students during the appropriate testing window

Hire ELD teacher to conduct designated EL instruction

Track student progress toward meeting EL proficiency requirements | Administer the ELPAC annually to all EL students during the appropriate testing window

ELD teacher to conduct designated EL instruction

Form an EL committee to monitor EL progress on core courses and provide interventions three times a year. | identifying ELs, administering language surveys, and coordinating ELD instruction. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	137,000
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1 Included in 1100 salary costs listed in goal 1, action 1	Included in 1100 salary costs listed in goal 1, action 1 Included in 1100 salary costs listed in goal 1, action 1	5000-5999: Services And Other Operating Expenditures Included in 5104 PD costs listed in Goal 1, Action 2

Action 4

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

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)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Focused Professional development and parent engagement: Create and implement school-wide and department professional development calendar and data meetings for staff and parents. Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis. Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.	Focused Professional development and parent engagement: Create and implement school-wide and department professional development calendar and data meetings for staff and parents. Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis. Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.	Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Not Applicable	Not Applicable	Low Performing Student Block Grant (LPSBG)
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1 Included in 1100 salary costs listed in goal 1, action 1	Included in 1100 salary costs listed in goal 1, action 1 Included in 1100 salary costs listed in goal 1, action 1	5000-5999: Services And Other Operating Expenditures Included in 5104 PD costs listed in Goal 1, Action 2

Action 5

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)

All	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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide targeted, research-based math & ELA support for struggling students	Continue to provide targeted, research-based math & ELA support for struggling students	This action is embedded within Action 4 of this Goal and thus discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 6

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)

All

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)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.	Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.	This Action is embedded within Action 2 of this Goal and thus discontinued.

| Administer, analyze, and respond to results of annual student and staff satisfaction surveys.

Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing. | Administer, analyze, and respond to results of annual student and staff satisfaction surveys.

Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing. | |
|---|---|---|

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our analysis includes the California dashboard and local measures. There is a need to increase our College and Career Readiness by increasing the number of vertically aligned CTE pathways, college-level courses, and completion of A-G course sequences. The school needs to establish community partnerships and connections to provide students with more college and career resources and/or internship opportunities for students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of students taking college level courses (concurrent enrollment or within community colleges)	100 students will enroll in college level courses.	100 students enrolled in college level courses.	This year, our students enrolled in 17 (fall 11, spring 6) dual enrollment courses.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Counselors and HST teachers will meet with each student and family to a create personalized learning plan	100%	100%	100%	
Increase the number of Career Technical Pathways	Establish at least one CTE Pathways	2 Pathways	3 Pathways	
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	5.3% of our students scored at Prepared, 47.4% scored at Approaching Prepared, and 47.4% scored at Not Prepared.	5.3% of our students scored at Prepared, 47.4% scored at Approaching Prepared, and 47.4% scored at Not Prepared.	TBD	
Percent of students that pass AP examination with a score of 3 or higher	This will be based on 2017-18 test results	TBD	TBD	
Decrease the middle school dropout rate.	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	
40% of high school students will be on track to graduate with A-G requirements fulfilled	New school program and baseline will be established 2017- 2016 school year.	46%	TBD	

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)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career

2018-19 Actions/Services

Implement Project Recovery for students who did not continue with Inspire the following school year to decrease the dropout rates in middle and high school.

2019-20 Actions/Services

Increase number of vertically aligned CTE Pathways

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			LCFF Base
Budget Reference	No additional expenses No additional expenses	No additional expenses No additional expenses	1000-1999: Certificated Personnel Salaries No additional expenses

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

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			LCFF Base
Budget Reference	No additional expenses No additional expenses	No additional expenses No additional expenses	5800: Professional/Consulting Services And Operating Expenditures Professional/consulting services and operating expenditures costs included in Goal 1, Action 2

Action 3

All	All Schools

<div align="center">OR</div>

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.

Budgeted Expenditures

Amount			0
Source			General Fund – LCFF Base
Budget Reference	No additional expenses No additional expense	No additional expenses No additional expense	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1

Action 4

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)

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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)

Modified Goal

Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)

Local Priorities: • Parent Involvement and Engagement • School Climate Survey

Identified Need:

Our analysis includes the California dashboard and local measures. There is a need to increase our four-year cohort high school graduation rates. Additionally, by virtue of our online/independent study platform, it is important to maintain engagement of student, parent, staff, and community engagement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase number of students participating in Enrichment opportunities as measured by student enrollment	56%	56% students participated in Enrichment academies.	54% students participated in Enrichment academies.	
Increased student participation academic and leadership	56%	56% students participated in Enrichment academies.	In 2018-2019 school year, students participated in the	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in			Yearbook Committee, Student Council, Meet the Masters, National Honor Society (10th - 12th), National Jr. Honor Society (7th - 9th) Inventors Fair and two new programs: Academic Decathlon and a Robotics. Students from Academic Decathlon are going to national competition and The Robotics will be participating in the world competition. There was one student who is going to the National for Spelling Bee competition.	
Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics	100%	100%	100%	
Maintain chronic absenteeism rate at 0%.	0%	0.5%	TBD	
Maintain the rate of pupil suspension and expulsions rates.	0%	0%	0%	
Increase high school cohort graduation rate	27.8%	100%	TBD	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the high school cohort dropout rate	TBD	Data not released by CDE.	TBD	
Decrease the middle school dropout rate	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	
Increase parent participation rate for the school climate survey by 10	33% surveys were returned	33%	8% parents returned the LCAP parent sur9 vey as of April 15, 2019. While we did increase the number of parents participating in the survey, we will continue to encourage more parents to participate.	
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments	95%	95% or higher for each month.	Our attendance rate remains steady at 95% or higher for each month.	

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

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	Unchanged Action	New Action

		Implement four-year graduation rate needs assessment and root cause analysis including related professional development

Budgeted Expenditures

Amount			0
Source	4303	4303	LCFF Base
Budget Reference	Not Applicable	Not Applicable	1000-1999: Certificated Personnel Salaries No additional expenditures

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

All Schools
Specific Grade Spans: K-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

| Identify, assess, and instruct English Language Learners:

Systematically collect home language survey and identify ELs upon enrollment into SIS

Administer the CELDT annually to all EL students during the appropriate testing window

Hire ELD teacher to conduct designated EL instruction

Track student progress toward meeting EL proficiency requirements | Identify, assess, and instruct English Language Learners:

Systematically collect home language survey and identify ELs upon enrollment into SIS

Administer the ELPAC annually to all EL students during the appropriate testing window

ELD teacher to conduct designated EL instruction

Form an EL committee to monitor EL progress on core courses and provide interventions three times a year. | Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$108,384
Source			LCFF Supplemental and Concentration
Budget Reference	No additional expenses No additional expense	No additional expenses No additional expense	1000-1999: Certificated Personnel Salaries

Action 3

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)

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Low Income

[Add Students to be Served selection here]

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

Schoolwide

[Add Scope of Services selection here]

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

All Schools

Specific Grade Spans: K-12

[Add Location(s) selection here]

Actions/Services

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

New Action

Unchanged Action

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

Modified Action

Unchanged Action

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

New Action

Unchanged Action

2017-18 Actions/Services

Monitor and intervene on attendance and behavior:

Monthly analysis of attendance and behavior data by subgroup.

Special education services to students with emotional and behavioral challenges as required by IEP.
Notify parent/guardian of attendance concerns

and intervene according to attendance and enrollment compliancy procedures.
Administer, analyze, and respond to results of annual student and staff satisfaction surveys.

2018-19 Actions/Services

Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required.

We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education

2019-20 Actions/Services

Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs

Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$108,384
Source			LCFF Supplemental and Concentration
Budget Reference	No additional expenses No additional expense	No additional expenses No additional expense	1000-1999: Certificated Personnel Salaries

Action 4

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)

[Add Students to be Served selection here]	[Add Location(s) selection here]

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)

English Learners Foster Youth Low Income	Schoolwide	All Schools Specific Grade Spans: K-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures. Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing	Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required. We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education.	Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$114,124
Source			LCFF Supplemental and Concentration
Budget Reference	No additional expenses	No additional expenses	1000-1999: Certificated Personnel Salaries No additional expenses

Action 5

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Enrichment Academy syllabi will include at least 1 student project presentation per term	Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.	Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.

Utilize small group break-out activities in Blackboard web classroom sessions.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$289,019
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Action 6

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)
All	All Schools

<div align="center">OR</div>

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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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| Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log. | Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log. | Maintain updated FAQs, policies, and program descriptions on school website |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries No specific cost, included in district office services

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)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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

OR

Actions/Services

Budgeted Expenditures