

Local Control and Accountability Plan and Annual Update Template

LEA: Inspire Charter School - North

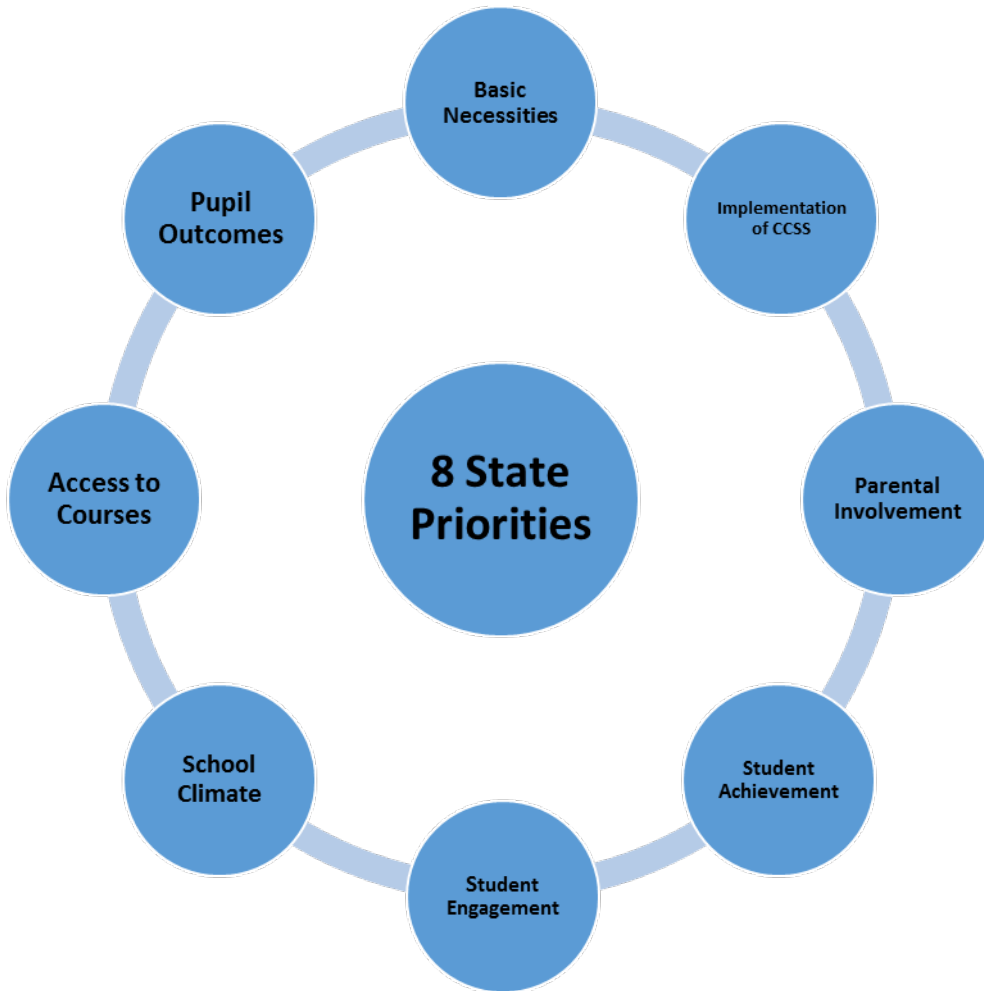
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LCAP Year: 2015-2016

Introduction: Inspire Charter School - North is a tuition-free, personalized learning public charter school for TK-12th grade students. Offering both flexibility and choice, Inspire empowers families to tailor a school program that is designed around the specific and unique needs of each student. Under the direction of highly qualified credentialed teachers, students engage in learning models that could include 100% online coursework, offline textbook work, project based learning, and unique enrichment opportunities. Inspire Charter School - North is authorized by Winship-Robbins School District and will open to begin serving students on July 1, 2016, with the mission to provide a high standard of education to students through comprehensive curriculum supported by energetic, dynamic, and caring teachers.

State Priorities

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



Section 1: Stakeholder Engagement

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

| Involvement Process | Impact on LCAP |
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| <p>4/11/16 – Admin team discussion on need for designated ELD teacher and ELAC committee facilitator</p> <p>5/3/16 – Admin meeting to discuss professional development plan for 2016-2017</p> <p>5/10/16 – Teachers begin holding curriculum option conferences for 2016-17 with parents</p> <p>5/17/16 – Parent survey responses and input from teacher conferences indicated some parents want alternative summative school-wide assessment considered</p> <p>5/17/16 – Admin team formed Assessment Committee with admin, teacher, and parent reps</p> <p>5/17/16 – Met as admin team to discuss LCAP use and progress; discussed needs assessment; goals adjusted to fit school-wide needs for 2016-17</p> <p>6/4/16 – Discussion with board on new LCAP goals</p> <p>6/9/16 – Parent Forum meeting held by Director of Curriculum to review the 2015-16 LCAP, and seek parent input in 2016-17 goals.</p> | <ul style="list-style-type: none"> -LCAP goals were discussed to fit needs for 2016-17 -We will determine staff development needs through data analysis, staff concern, and survey results -Designated ELD teacher and ELAC Committee Liaison was hired on 5/19/16 for 2016-17 school year. Teachers will continue to provide integrated ELD but ELD teacher will provide designated ELD classes in 2016-17. -Teachers will create, share, and use with parents and students the Individualized Learning Plan for each student and Individualized Graduation Plan for high schoolers. -We will use, review, and update Emergency Procedures Handbook -2016-17 LCAP will reflect adoption of new summative assessments and new CCSS-aligned interim benchmark assessments -SPED team will implement the SAI class schedule -RTI Coordinator will coordinate teacher and student support in the areas of interventions and SST -The core high school program for 9th-12th grades will adopt Edgenuity as the main curriculum platform, and offer a textbook track with pacing guides and virtual classroom instruction to increase student engagement. -High school counselors and a middle school transition counselor were hired for 2016-17 and the high school course assignment model will fit students’ individual needs to have 6 classes per 18 weeks or use 4 classes + 2 classes per semester as needed. -We will use the board-approved retention policy |

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| <p>Annual Update: 1/13/16 – Charter approved 3/4/16 – Directors hired 3/12/16 – Admin report out to board on progress on goals 5/17/16 – Met with admin team to discuss goals 5/21/16 – Met with prospective parents at community fair 6/9/16 – Parent Forum meeting by Director of Curriculum held to review the 2016-2017 LCAP</p> | <p>Annual Update: -We established our LCAP goals</p> |
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

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| GOAL: | 1) Appropriately assigned and credentialed teachers will develop, implement, and assess standards-based academic content supported by a Professional Development Plan consistent with our mission and objectives, focusing first on personalized learning, critical thinking strategies, data analysis, and Common Core State Standards. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____ |
| Identified Need: | Although the online learning programs and adopted textbook curriculum are aligned to the CCSS, teachers need to participate in staff development related to implementation of curricula and to CCSS so they are able to effectively support student learning. The school needs to provide a venue for all staff review of school data to inform instruction and meet regularly to evaluate progress towards goals. | | |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All | |
| LCAP Year 1: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • 100% of students will be taught by a subject matter competent, credentialed teacher. • A professional development calendar will be created to include specific CCSS PD. • 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year. • 100% of all students, including EL, will be enrolled in appropriate curriculum. • 95% of all students will participate in Fall and Spring Summative Diagnostic assessments. • 95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Ensure teachers are subject matter competent: <ul style="list-style-type: none"> • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments | Charter-wide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | No cost for audit/review; 1100: Certificated Teachers \$1,380,000 |
| Teacher training and development: <ul style="list-style-type: none"> • Create and implement school-wide and department professional development calendar and data meetings. • Conduct ongoing (in-service days and monthly) professional development, informed by teacher input and needs analysis. • Implement a performance review process that evaluates teacher implementation of CCSS effectively. | Charter-wide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | 5804: Professional Development \$11,875 |

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| Adopt, train in, and implement new CCSS-aligned summative diagnostic assessments and new CCSS-aligned interim benchmark assessments. | Charter-wide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | 4305: Software \$641,250 |
| Purchase of CCSS-aligned curricular materials | Charter-wide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | See Software costs above |

LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • 100% of students will be taught by a subject matter competent, credentialed teacher. • A professional development calendar will be created to include specific NGSS PD. • 100% of teachers will engage in >15 hours of PD during the school year. • 100% of all students, including EL, will be enrolled in appropriate curriculum. • 50% of all students will demonstrate grade level proficiency in Fall and Spring Summative Diagnostic assessments. • 50% of all students will demonstrate mastery of standards taught on quarterly interim benchmark assessments. |
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| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
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| <p>Ensure teachers are subject matter competent:</p> <ul style="list-style-type: none"> • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost for audit/review;</p> <p>1100: Certificated Teachers \$1,407,600</p> |
| <p>Teacher training and development:</p> <ul style="list-style-type: none"> • Create and implement school-wide and department professional development calendar and data meetings. • Conduct ongoing (in-service days and monthly) professional development, informed by teacher input and needs analysis. • Implement a performance review process that evaluates teacher implementation of CCSS effectively. | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>5804: Professional Development \$12,113</p> |
| <p>Evaluate student performance on diagnostic and interim assessments:</p> <ul style="list-style-type: none"> • Hold school-wide data review meetings on a twice-yearly basis • Hold data review and goal setting meetings in PLCs on a quarterly basis | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |
| <p>Purchase of CCSS-aligned curricular materials</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>4305: Software \$654,075</p> |

LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • 100% of students will be taught by a subject matter competent, credentialed teacher. • A professional development calendar will be created to include specific NGSS PD. • 100% of teachers will engage in >15 hours of PD during the school year. • 100% of all students, including EL, will be enrolled in appropriate curriculum. • 60% of all students will demonstrate grade level proficiency in Fall and Spring Summative Diagnostic assessments. • 60% of all students will demonstrate mastery of standards taught on quarterly interim benchmark assessments. | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <p>Ensure teachers are subject matter competent:</p> <ul style="list-style-type: none"> • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments | Charter-wide | <p><u> </u> x ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p> | <p>No cost for audit/review;</p> <p>1100: Certificated Teachers \$1,435,752</p> |
| <p>Teacher training and development:</p> <ul style="list-style-type: none"> • Create and implement school-wide and department professional development calendar and data meetings. • Conduct ongoing (in-service days and monthly) professional development, informed by teacher input and needs analysis. • Implement a performance review process that evaluates teacher implementation of CCSS effectively. | Charter-wide | <p><u> </u> x ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p> | <p>5804: Professional Development \$12,355</p> |
| <p>Evaluate student performance on diagnostic and interim assessments:</p> <ul style="list-style-type: none"> • Hold school-wide data review meetings on a twice-yearly basis • Hold data review and goal setting meetings in PLCs on a quarterly basis • Plan intervention implementation | Charter-wide | <p><u> </u> x ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p> | <p>No Cost</p> |

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| Purchase of CCSS-aligned curricular materials | Charter-wide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | 4305: Software \$667,157 |
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| GOAL: | 2) Create systems and structures that provide multiple pathways of personalized learning and to increase College and Career Readiness of our students and close the achievement gaps for all subgroups. | Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local: Specify _____ | |
| Identified Need: | Initial assessment data shows that our students overall are performing below statewide targets in reading and math; proficiency levels generally have decreased in higher grade levels, especially in math. Administration and staff need to establish connection(s) to career/college opportunities to assist students' transition into career/college life. | | |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All; EL & RFEP | |
| LCAP Year 1: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • CAASPP participation rate will be at least 95% • The percentage of Inspire students meeting or exceeding standards on CAASPP assessments, including all subgroups, will meet or exceed the statewide average • 10% of English learners will increase one level of proficiency on the CELDT annually • At least 10% of EL students will demonstrate eligibility for reclassification • 40% of high school students will be on track to graduate with A-G requirements fulfilled • List of course offerings in science, visual and performing arts, and career & technical education will be increased | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

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| <p>Administer interim benchmark assessments to identify standards not yet mastered and prepare for state testing</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |
| <p>Implement RTI model:</p> <ul style="list-style-type: none"> 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 | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>See software costs listed above</p> |
| <p>Identify, assess, and instruct English Language Learners:</p> <ul style="list-style-type: none"> 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 | <p>EL & RFEP subgroups</p> | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in 1100 salary costs listed above</p> |
| <p>Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate tracks:</p> <ul style="list-style-type: none"> Committee to review and approve new curriculum and courses Counselors and advisory teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in tracks/programs Counselors build and monitor progress of each student’s Individualized Graduation Plan (IGP) & conduct transcript audits Hire middle school transition counselor Committee to research CTE grants and develop CTE pathways | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in 1100 salary costs listed above</p> |

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| <ul style="list-style-type: none"> Collect and review surveys of student interests for elective options | | | |
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LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> CAASPP participation rate will be at least 95% The percentage of Inspire students meeting or exceeding standards on CAASPP assessments, including all subgroups, will meet or exceed the statewide average 10% of English learners will increase one level of proficiency on the CELDT annually At least 10% of EL students will demonstrate eligibility for reclassification 45% of high school students will be on track to graduate with A-G requirements fulfilled List of course offerings in science, visual and performing arts, and career & technical education will be increased |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Administer interim benchmark assessments to identify standards not yet mastered and prepare for state testing | Charter-wide | <u> x </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | No cost |
| Implement RTI model: <ul style="list-style-type: none"> 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 | Charter-wide | <u> x </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | See software costs listed above |

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| <p>Identify, assess, and instruct English Language Learners:</p> <ul style="list-style-type: none"> 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 ELD teacher to conduct designated EL instruction Track student progress toward meeting EL proficiency requirements | <p>EL & RFEP subgroups</p> | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in 1100 salary costs listed above</p> |
| <p>Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate tracks:</p> <ul style="list-style-type: none"> Committee to review and approve new curriculum and courses Counselors and advisory teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in tracks/programs Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits Middle school transition counselor meets with students to support student enrollment in appropriate track, facilitate placement testing Committee to research CTE grants and develop CTE pathways Collect and review surveys of student interests for elective options | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in 1100 salary costs listed above</p> |

LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> CAASPP participation rate will be at least 95% The percentage of Inspire students meeting or exceeding standards on CAASPP assessments, including all subgroups, will meet or exceed the statewide average |
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| | <ul style="list-style-type: none"> • 10% of English learners will increase one level of proficiency on the CELDT annually • At least 10% of EL students will demonstrate eligibility for reclassification • 50% of high school students will be on track to graduate with A-G requirements fulfilled • List of course offerings in science, visual and performing arts, and career & technical education will be increased • 1 or more CTE pathway established with students enrolled | | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
| Administer interim benchmark assessments to identify standards not yet mastered and prepare for state testing | Charter-wide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | No cost |
| Implement RTI model: <ul style="list-style-type: none"> • 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 | Charter-wide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | See software costs listed above |
| Identify, assess, and instruct English Language Learners: <ul style="list-style-type: none"> • 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 • ELD teacher to conduct designated EL instruction • Track student progress toward meeting EL proficiency requirements | EL & RFEP subgroups | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | Included in 1100 salary costs listed above |

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| <p>Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate tracks:</p> <ul style="list-style-type: none"> • Committee to review and approve new curriculum and courses • Counselors and advisory teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in tracks/programs • Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits • Middle school transition counselor meets with students to support student enrollment in appropriate track, facilitate placement testing • Committee to research CTE grants and develop CTE pathways • Collect and review surveys of student interests for elective options | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in 1100 salary costs listed above</p> |
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| <p>GOAL:</p> | <p>3) Increase student, parent, staff, and community engagement through collaboration, transparency, and communication.</p> | <p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p> |
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| Identified Need: | Administration and staff need to create and implement a formal system to quickly identify and support students in danger of failing. While many parents are highly involved in the student-parent-teacher partnership through monthly conferences and frequent dialogue, the school needs to formally involve parents and students in the decision-making process of the school by creating a parent-involved leadership team, such as a School Site Council. The school needs to establish community partnerships and connections to provide students with more college and career resources and/or internship opportunities for students. |
| Goal Applies to: | Schools: All |
| | Applicable Pupil Subgroups: All |

LCAP Year 1: 2016-17

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| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • 95% attendance rate and <5% chronic absenteeism. All subgroups demonstrate proportional rates of attendance • <1% dropout rate • Maintain suspension rates at less than or equal to 5% • Increase graduation rate by 10% annually • 70% positive results on annual stakeholder satisfaction survey on questions pertaining to parent involvement and engagement • Form School Advisory Council and meet 3 or more times per year • Form English Learner Advisory Council and meet 3 or more times per year • FAQs, policies, and program descriptions communicated and updated on school website • Establish parent portal and 60% of parents have logged into their accounts |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Monitor and intervene on attendance and behavior: <ul style="list-style-type: none"> • 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. | Charter-wide | <u> x </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____ | 1300: Certificated Administrators \$49,875 |

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| <p>Establish use of Parent Portal:</p> <ul style="list-style-type: none"> • Purchase Parent Portal bridge access through SIS • Train staff in how to post communications, progress reports, assessment data to Parent Portal • Launch campaign to engage parents in use of parent portal (demonstration sessions, how to guides) | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in Software costs above</p> |
| <p>Teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |
| <p>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.</p> <ul style="list-style-type: none"> • Establish School Advisory Council and train members in roles and responsibilities • Maintain regular parent council meetings (3+/year) and work to diversify membership. • Ensure that the School Advisory Council meeting agendas contain agenda items designed to solicit parent input with respect to school decisions. | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |
| <p>Provide opportunities for families of EL students to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources.</p> <ul style="list-style-type: none"> • Establish English Learner Advisory Committee and train members in roles and responsibilities • Maintain regular ELAC meetings (3+/year) and work to diversify membership. | <p>EL & RFEP</p> | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in certificated salaries cost above.</p> |

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| <ul style="list-style-type: none"> Ensure that the ELAC meeting agendas contain agenda items designed to solicit parent input with respect to school decisions. | | | |
| <p>Maintain and update FAQs, policies, and program descriptions on school website</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>See certificated administrators above.</p> |

LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> 95% attendance rate and <5% chronic absenteeism. All subgroups demonstrate proportional rates of attendance <1% dropout rate Maintain suspension rates at less than or equal to 5% Increase graduation rate by 10% annually 75% positive results on annual stakeholder satisfaction survey on questions pertaining to parent involvement and engagement Form School Advisory Council and meet 3 or more times per year Form English Learner Advisory Council and meet 3 or more times per year FAQs, policies, and program descriptions communicated and updated on school website 70% of parents have logged into their parent portal accounts |
|--|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------------|--|---|
| <p>Monitor and intervene on attendance and behavior:</p> <ul style="list-style-type: none"> 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 | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>1300: Certificated Administrators \$50,873</p> |

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| <p>behaviors indicating a likelihood of dropping out or in danger of failing.</p> | | | |
| <p>Continue use of Parent Portal:</p> <ul style="list-style-type: none"> • Maintain Parent Portal bridge access through SIS • Staff will continue to post communications, progress reports, assessment data to Parent Portal • Continue campaign to engage parents in use of parent portal (demonstration sessions, how to guides) | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in Software costs above</p> |
| <p>Teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |
| <p>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.</p> <ul style="list-style-type: none"> • Establish School Advisory Council and train members in roles and responsibilities • Maintain regular parent council meetings (3+/year) and work to diversify membership. • Ensure that the School Advisory Council meeting agendas contain agenda items designed to solicit parent input with respect to school decisions. | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |

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|---|---|---|--|
| <p>Provide opportunities for families of EL students to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources.</p> <ul style="list-style-type: none"> • Establish English Learner Advisory Committee and train members in roles and responsibilities • Maintain regular ELAC meetings (3+/year) and work to diversify membership. • Ensure that the ELAC meeting agendas contain agenda items designed to solicit parent input with respect to school decisions. | <p>EL & RFEP</p> | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in certificated salaries cost above.</p> |
| <p>Maintain and update FAQs, policies, and program descriptions on school website</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>See certificated administrators above.</p> |
| <p>LCAP Year 3: 2018-19</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • 95% attendance rate and <5% chronic absenteeism. All subgroups demonstrate proportional rates of attendance • <1% dropout rate • Maintain suspension rates at less than or equal to 5% • Increase graduation rate by 10% annually • 80% positive results on annual stakeholder satisfaction survey on questions pertaining to parent involvement and engagement • Form School Advisory Council and meet 3 or more times per year • Form English Learner Advisory Council and meet 3 or more times per year • FAQs, policies, and program descriptions communicated and updated on school website • 80% of parents have logged into their parent portal accounts | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |

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| <p>Monitor and intervene on attendance and behavior:</p> <ul style="list-style-type: none"> • 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. | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>1300: Certificated Administrators \$51,890</p> |
| <p>Continue use of Parent Portal:</p> <ul style="list-style-type: none"> • Maintain Parent Portal bridge access through SIS • Staff will continue to post communications, progress reports, assessment data to Parent Portal • Continue campaign to engage parents in use of parent portal (demonstration sessions, how to guides) | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in Software costs above</p> |
| <p>Teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |
| <p>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.</p> <ul style="list-style-type: none"> • Establish School Advisory Council and train members in roles and responsibilities • Maintain regular parent council meetings (3+/year) and work | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |

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| <p>to diversify membership.</p> <ul style="list-style-type: none"> Ensure that the School Advisory Council meeting agendas contain agenda items designed to solicit parent input with respect to school decisions. | | | |
| <p>Provide opportunities for families of EL students to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources.</p> <ul style="list-style-type: none"> Establish English Learner Advisory Committee and train members in roles and responsibilities Maintain regular ELAC meetings (3+/year) and work to diversify membership. Ensure that the ELAC meeting agendas contain agenda items designed to solicit parent input with respect to school decisions. | <p>EL & RFEP</p> | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Included in certificated salaries cost above.</p> |
| <p>Maintain and update FAQs, policies, and program descriptions on school website</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>See certificated administrators above.</p> |

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| GOAL: | 4) Develop and implement collaborative learning opportunities for students to navigate technology and communicate effectively. | Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>x</u> 5__ 6__ 7__ 8 <u>x</u> COE only: 9__ 10__ Local: Specify _____ | |
| Identified Need: | Students need to be challenged as 21 st Century learners to think critically and collaboratively, examine problems, gather information, and make informed, reasoned decisions while using technology. | | |
| Goal Applies to: | Schools: All | | |
| | Applicable Pupil Subgroups: All | | |
| LCAP Year 1: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Enrollment in Enrichment Academies (in which students engage in navigating technology and collaborative communication exercises and projects) will increase by 20% annually • At least 20% of high school students will enroll in a project-based learning course (in which students engage in navigating technology and collaborative communication exercises and projects) • Increased student participation in Yearbook Committee, Student Council, Meet the Masters • Increased participation in Blackboard/synchronous webclass teaching sessions | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Facilitate student groups that promote collaboration and communication among students: <ul style="list-style-type: none"> • Promote and facilitate Yearbook Committee, Student Council, Meet the Masters • Survey students to assess interest in other student groups • Respond to survey results to create new student groups | Charter-wide | <u> x </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | 4303: special Activities and Fieldtrips \$33,250 |
| Create a committee to research collaborative learning strategies and develop ways to implement technology and collaborative student presentations | Charter-wide | <u> x </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | No cost |

| | | | |
|---|---------------------|--|----------------|
| <p>Encourage use of collaborative groups and technology-based projects:</p> <ul style="list-style-type: none"> • Enrichment Academy syllabi will include at least 1 student project presentation per term • Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills. • Utilize small group break-out activities in Blackboard webclassroom sessions | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |
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LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • Enrollment in Enrichment Academies (in which students engage in navigating technology and collaborative communication exercises and projects) will increase by 20% annually • At least 20% of high school students will enroll in a project-based learning course (in which students engage in navigating technology and collaborative communication exercises and projects) • Increased student participation in Yearbook Committee, Student Council, Meet the Masters • Increased participation in Blackboard/synchronous webclass teaching sessions |
|--|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------------|--|---|
| <p>Facilitate student groups that promote collaboration and communication among students:</p> <ul style="list-style-type: none"> • Promote and facilitate Yearbook Committee, Student Council, Meet the Masters • Survey students to assess interest in other student groups • Respond to survey results to create new student groups | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>4303: special Activities and Fieldtrips \$33,915</p> |
| <p>Engage in PD on 21st Century learning and meet in PLCs to review curriculum and create assignments that incorporate technology, collaboration, and student communication skills.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |

| | | | |
|---|---------------------|--|----------------|
| <p>Encourage use of collaborative groups and technology-based projects:</p> <ul style="list-style-type: none"> • Enrichment Academy syllabi will include at least 1 student project presentation per term • Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills. • Utilize small group break-out activities in Blackboard webclassroom sessions | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |
|---|---------------------|--|----------------|

LCAP Year 3: 2018-19

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|--|---|
| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • Enrollment in Enrichment Academies (in which students engage in navigating technology and collaborative communication exercises and projects) will increase by 20% annually • At least 20% of high school students will enroll in a project-based learning course (in which students engage in navigating technology and collaborative communication exercises and projects) • Increased student participation in Yearbook Committee, Student Council, Meet the Masters • Increased participation in Blackboard/synchronous webclass teaching sessions |
|--|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------------|--|---|
| <p>Facilitate student groups that promote collaboration and communication among students:</p> <ul style="list-style-type: none"> • Promote and facilitate Yearbook Committee, Student Council, Meet the Masters • Survey students to assess interest in other student groups • Respond to survey results to create new student groups | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>4303: special Activities and Fieldtrips \$34,593</p> |

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| <p>Implement performance review that includes teacher implementation of technology, collaboration, and student communication skills into lessons.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |
| <p>Encourage use of collaborative groups and technology-based projects:</p> <ul style="list-style-type: none"> • Enrichment Academy syllabi will include at least 1 student project presentation per term • Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills. • Utilize small group break-out activities in Blackboard webclassroom sessions | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost</p> |

Annual Update

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

Guiding Questions:

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

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

Inspire Charter School – North will open on July 1, 2016. No Annual Updates.

| | | | | | | |
|---|-----------------------------|-----------------------|---|--|--------------------------------------|--|
| Original GOAL from prior year LCAP: | | | | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | | |
| Goal Applies to: | Schools: | | | | | |
| | Applicable Pupil Subgroups: | | | | | |
| Expected Annual Measurable Outcomes: | | | | Actual Annual Measurable Outcomes: | | |
| LCAP Year: 2015-16 | | | | | | |
| Planned Actions/Services | | | Actual Actions/Services | | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures | |
| | | | | | | |
| Scope of service: | | | Scope of service: | | | |
| __ ALL | | | __ ALL | | | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | | |
| | | | | | | |
| Scope of service: | School-wide | | Scope of service: | School-wide | | |

| | | | |
|--|--|--|--|
| <input type="checkbox"/> ALL | | <input type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | |

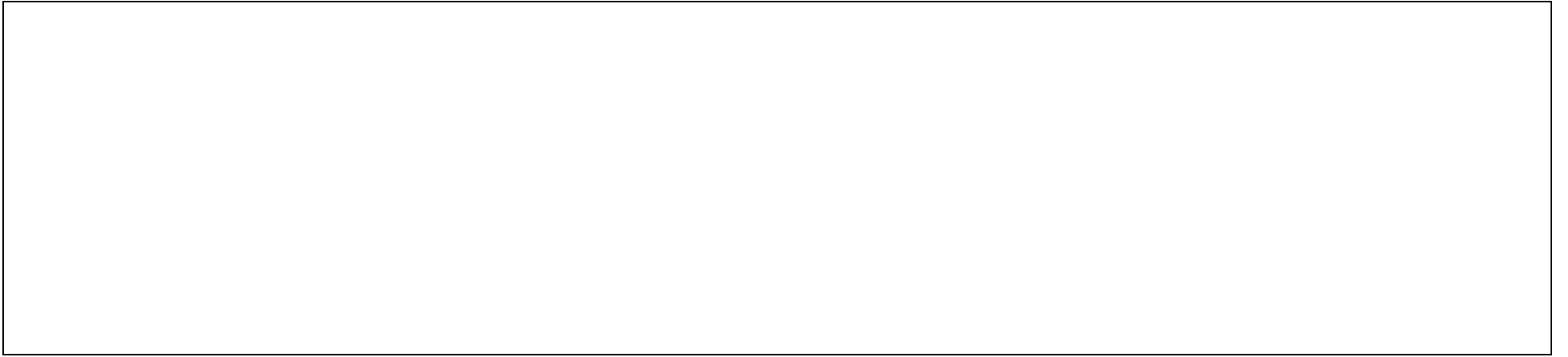
Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

| Total amount of Supplemental and Concentration grant funds calculated: | | \$ <u>732,014</u> | | |
|--|--|-------------------|------------------|------------------|
| | | 2016-17 | 2017-18 | 2018-19 |
| A-1 | Estimated LCFF Funding | 4,961,325 | 5,055,030 | 5,119,384 |
| A-2 | Transportation and TIIG | - | - | - |
| B-1 | Supplemental and Concentration at Target | 1,334,817 | 1,349,633 | 1,382,294 |
| B-2 | Estimated Unduplicated Spending PY | - | 732,014 | 1,188,805 |
| B-3 | Difference | 1,334,817 | 617,620 | 193,489 |
| | Estimated Gap Funding | 54.84% | 73.96% | 41.22% |
| B-4 | Funded Portion (B-3 x Gap%) | 732,014 | 456,792 | 79,756 |
| B-5 | Estimated Total for Unduplicated Pupils | 732,014 | 1,188,805 | 1,268,561 |
| B-6 | Estimated Funding for All Students | 4,229,312 | 3,866,225 | 3,850,823 |
| B-7 | Minimum Proportionality | 17.31% | 30.75% | 32.94% |



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

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

| | |
|-------|---|
| 17.31 | % |
|-------|---|

All of the actions and services as specified in Section 3 provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued of student academic achievement.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).