

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Winship Community School		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Winship Community School is a public charter school located in Sutter County about ten miles south of the town of Meridian. In 1863, the Winship family joined together with other families in the community to build a school for their children, and there has been a school on the property at South Meridian Road since 1863. Winship-Robbins Elementary School District was formed in July 2005 when Robbins Elementary joined the one-school Winship Elementary School District. On June 1, 2016, the Winship-Robbins Elementary School District Board authorized the conversion of Winship Elementary into an independent study charter school called Winship Community School. Winship Community School maintains authorization by Winship-Robbins Elementary School District and is also a part of the family of Inspire Charter Schools. Inspire Charter Schools partners with the Winship-Robbins Elementary School District on big picture questions to ensure that the running of Winship is consistent with the needs of the community. Winship Community School strives to ensure the students are served through a flexible and enriching educational program supported by energetic, dynamic, and caring teachers within the historic, family-oriented community of Sutter County. Students at Winship Community School receive varying degrees of personalized levels of support through the following models:

Personal Support	Number of Hours	Description of Model
Intense	30-35 Per a Week	Students will do all classwork at the learning center, so that they receive a combination of direction, guidance, targeted skills support, and assistance from teachers and teacher assistants.
Moderate	12-20 Per a Week	Students use learning center computers for a significant portion of their classwork, so that they have greater responsibility to learn autonomously but also receive a combination of direction, guidance, targeted skills support, and assistance from teachers and teacher assistants as needed.
Limited	2-5 Per a Week	Students have primary responsibility to learn autonomously. At a minimum, they meet weekly with teacher(s) and take regular formative assessments in person at the Learning Center or at a public location near the student’s residence if traveling to the Learning Center would create a difficult burden for the student and his/her family. They have the option to receive additional supports on site and/or may be scheduled for specific services according to their learning plan.

LCAP HIGHLIGHTS

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

Winship Community School is committed to developing the individual gifts of students in partnership with parents/guardians to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st Century. The LCAP will support students in meeting or exceeding standards as demonstrated by CAASPP. Students will develop their language and participate in activities and fieldtrips to gain background knowledge. Students will have a variety of options for electives to develop the whole child while becoming stronger in their mathematics and English language skills. This year's LCAP focuses on the building of systems and supports to promote student achievement of all students. We have hired the appropriately credentialed staff, are training the staff, and are ensuring every child has access to their teacher and to core curriculum through our various learning pathways. The LCAP features interventions such as Pathblazer, Reading Horizons, designated ELD and English in a Flash so that all students have the necessary resources and interventions to be successful. Through our Enrichment Academies and parent groups, we are developing student engagement and parent involvement at our school.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

There were many things done well this school year. There was increased parent collaboration, addition of a-g courses and greater selection of electives courses, having fully credential teachers, and access to intervention courses and supports. Students also have opportunities to complete a variety of activities and fieldtrips. Students had wet labs to support the science classes and build a community with their peers.

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

GREATEST NEEDS

There was limited data on the LCFF Evaluation rubrics. There was only one area assessed which was in red-- CAASPP assessments results in ELA and Mathematics. The increase in number of students tested increased 200%. The goal is to monitor student progress with interim and benchmark assessment. Identify the students at risk of not meeting standards and provide early interventions to support student achievement. Another identified need was CTE pathways courses, sequences and pathways.

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

**PERFORMANCE
GAPS**

The English Learner (EL) subgroup will require additional supports and interventions. EL’s are making progress on the CAASPP but not at the rate of all students. Staff will be trained on strategies to support ELs. Additional software will be purchased to provide practices and scaffolding supports and encouraged to attend enrichment centers to build on their English language.

INCREASED OR IMPROVED SERVICES

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

Target support will be provided to the subgroups. A dedicated counselor will monitor students in high school to ensure foster youth and ELs are on-track. Parent liaisons will connect with the students and provided support in connecting with teachers, academic or social-emotional services. An English learner teacher will provide daily ELD for all English Learners. Students will be provided opportunities to attend field trips and activities to build collaboration, language, and exposure to the arts and science.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$460,517
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$29,097

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

All of the expenditures are the for the current LCAP year.

\$332,186

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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 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.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 4 5 6 x 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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.

ACTUAL

- 100% of the teachers were credentialed
- CCSS target PD calendar was created and teachers were engaged in PD for at least 15 hours or more.
- All students including EL's were enrolled and provided appropriate curriculum to support their development and academic achievement.
- 50% of the students participated in Fall Summative Diagnostic assessments. The students are currently participating in Spring Summative Diagnostic assessment and will know the results in June.
- 75% of the students participated in quarterly interim benchmark assessments to show mastery of standards taught.

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	
Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Ensure teachers are subject matter competent: • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments 	<p>ACTUAL</p> <p>All staff credentials were reviewed and verified through CTC to ensure teachers were subject matter competent and CLAD or equivalent certified.</p>
Expenditures	<p>BUDGETED</p> <p>No cost for audit/review;</p> <p>1100: Certificated Teachers \$180,000</p>	<p>ESTIMATED ACTUAL</p> <p>1100: Certificated Teachers \$154,061</p>
Action	2	
Actions/Services	<p>PLANNED</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>ACTUAL</p> <p>A professional development (PD) calendar with data analysis focus was created to provide monthly in-service/professional development to support implementation of CCSS.</p> <p>Staff provided feedback regarding PD/Monthly in-service and adjustments were made based on feedback provided.</p> <p>There were several meetings and discussion to solicit input regarding an evaluation tool to determine the effectiveness of implementation of CCSS effectively. This work will continue in 2017-2018.</p>
Expenditures	<p>BUDGETED</p> <p>5804: Professional Development \$1,781</p>	<p>ESTIMATED ACTUAL</p> <p>5804: Professional Development \$1,043</p>
Action	3	
Actions/Services	<p>PLANNED</p> <p>Adopt, train in, and implement new CCSS-aligned</p>	<p>ACTUAL</p> <p>Renaissance Learning Star 360 was used for summative diagnostic</p>

	summative diagnostic assessments and new CCSS-aligned interim benchmark assessments.	assessments and state provided CCSS aligned benchmark and interim assessments were utilized to monitor student progress towards CCSS standards. Staff was trained in implementing and reviewing the data to inform instruction.
Expenditures	BUDGETED 4305: Software \$96,188	ESTIMATED ACTUAL 4305: Software \$25,089

Action **4**

Actions/Services	PLANNED Purchase of CCSS-aligned curricular materials	ACTUAL All curriculum purchased was CCSS aligned.
Expenditures	BUDGETED No additional expense	ESTIMATED ACTUAL n/a

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 the actions/services to achieve the goal of appropriately assigned and credentialed teachers was achieved through monitoring and hiring of fully credential staff verified via the California Teacher Credentialing website. A professional development plan was created and PD was provided monthly via online (Zoom). Staff completed evaluation to provide feedback to drive follow up PDs. The PD plan focused on; personalized learning, critical thinking strategies, data analysis, and Common Core State Standards.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The goal was achieved overall in having effective and credential staff. The need to continue to train teachers in implementing CCSS standards will remains a focus for the upcoming year. It is work in progress—each year we will go deeper in developing teacher knowledge and practices to support student achievement. We did not meet our action plan to have at least 95% of the students participate in fall summative assessments, instead we had 50% of the students take the fall summative assessment (STAR 360). Students are currently taking the Spring Summative Assessment (STAR 360) and the CAASPP. We will know the percentage of students who participated in Spring Summative Assessment in June of 2017. We also fell short by 20% on our expected outcomes for students to participate in quarterly interim benchmark assessments to show mastery of standards taught.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The actual cost for employees, software and professional development came in slightly lower due to lower student enrollment. Professional development came in lower than projected as results of having the PD online and in central locations for staff.
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 still is a need to continue to refine and implement a performance review process that evaluates teacher implementation of CCSS effectively. We have moved this goal to number 4 and added a specific action for this area for 2017-18. We will continue to work towards 95% participation rate in Summative Assessments and Quarterly Interim Benchmark Assessments.

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 to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 x 4 5 6 x 7 x 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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

ACTUAL

- The goal still exists to ensure 95% of the students participate in CAASPP in 16-17 school year. The students are currently taking the assessment and we will know if we met the goal in Aug of 2017.
- The percentage of Inspire students meeting or exceeding standards on CAASPP assessments will be available in Aug 2017.
- 16% of the EL's were reclassified and 50% made progress on CELDT.
- Increased elective course offering for students.

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

Actions/Services	PLANNED Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing	ACTUAL The interim benchmark assessments were given to students along with individual plan for academic achievement to prepare and meet state assessments.
Expenditures	BUDGETED No additional expense	ESTIMATED ACTUAL n/a

Action **2**

Actions/Services	PLANNED <ul style="list-style-type: none"> • 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 	ACTUAL An RTI model exists to support students who are not making academic progress. Teachers identify at-risk students who are provided with Intervention programs and a Student Study Team (SST) to monitor and review student progress. Based on the team’s review the student is recommended for additional support and intervention either online or in person tutoring support. Six week goals are set and student progress is monitored. The team includes the student’s teacher, parent, intervention specialist, curriculum specialist, and member of special education team (psychologist or resource specialists).
Expenditures	BUDGETED Included in software cost	ESTIMATED ACTUAL n/a

Action **3**

Actions/Services	PLANNED 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 • Hire ELD teacher to conduct designated EL instruction • Track student progress toward meeting EL 	ACTUAL Every student enrolled into the school is required to complete a Home Language Survey. Based on the information, the student is either identified as an English Learner (EL) or English Only (EO). In addition, data on CALPADS is verified to ensure student was not previously identified as EL. The ELD Teacher provides Designated EL Instruction to support language development. All EL’s are given the annual CELDT during the CELDT Teaching window. Based on the CELDT assessment results and teacher input the student is provided with EL curriculum to assist the
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proficiency requirements	student in making annual progress toward reclassification.
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BUDGETED Included in 1100 salary costs listed in goal 1, action 1	ESTIMATED ACTUAL n/a
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Expenditures

Action

4

<p>PLANNED</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 • Collect and review surveys of student interests for elective options
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<p>ACTUAL</p> <ul style="list-style-type: none"> • The high school has increased courses from 39 in 2015-16 to 133 courses in 2016-17 which include increase in a-g science courses, visual and performing arts and career & technical education. • The curriculum department and content teachers review and approve new curriculum and courses. • All Counselors and teachers meet with students to support student enrollment in appropriate track, conduct information sessions and orientations in tracks/programs • All Counselors build and monitor progress of each student’s Individualized Graduation Plan (IGP) & conduct transcript audits • The middle school transition counselor has become part of the counseling staff and no longer referred to as middle school transition counselor. All counselors have a caseload of students 7-12 broken down by last name to provide support while maintaining a balanced caseload for each counselor. • The teachers and counselors collect and review surveys of student interests for elective options.

Actions/Services

<p>BUDGETED</p> <p>Included in 1100 salary costs listed in goal 1 action 1</p>

<p>ESTIMATED ACTUAL</p> <p>n/a</p>

Expenditures

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 the actions/services to achieve the articulated goal to 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 were met with mixed review. The school provided multiple pathways and personalized learning to increase College and Career Readiness for all students. This was the first year of the Inspire high school and grades 9-12 were open for enrollment. Most students who entered 12th grade at Inspire were severely credit deficient thus explains the low cohort graduation and dropout rate. Moving forward as inspire works with students who have been with the school since 9th grade will be on track to graduate college and career ready.

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

Based on the data from CDE, the school was in the red for cohort graduation and dropout rate. The reason for that results from allowing students severely high school credit deficient joined the school as seniors and not having sufficient time for credit recovery. Part of the actions for 2017-18 will include an intensive supports and credit recovery for students who are credit deficient. The data indicates the need to closely monitor student progress toward graduation and student proficiency in CCSS. There is also a need to closely monitor English Learners and their progress toward English proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no additional costs to implement these actions because staff, professional development and software costs were included in goal 1 and the same staff, software and professional development supported goal 2.

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.

The goal will remain the same but additional actions will be added to quarterly monitor student progress towards CCSS, cohort graduation rate, and a-g completion. Professional development opportunities will be provided to parents to support/improve student achievement. A campaign to encourage more students to participate in benchmark assessments. In addition, train staff on utilization of state interim benchmark assessment for timely feedback regarding student progress on CCSS.

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 1 2 x 3 4 x 5 x 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 95% attendance rate and <5% chronic absenteeism. All subgroups demonstrate proportional rates of attendance
- 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

ACTUAL

- The actual attendance rate was 96%
- The suspension rate was less than 5%.
- The annual stakeholder satisfaction survey on questions pertaining to parent involvement and engagement was 85% positive, exceeded the goal by 15%.
- The LCAP Advisory committee was created and they met three times a year to review student achievement data and provide feedback regarding our student progress. The LCAP advisory committee is composed of staff, students, parents and community members.
- The school website reflects update information regarding Policies, FQA, and program descriptions.
- The parent portal has 50% of the parents who have logged into their accounts.

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

Actions/Services

<p>PLANNED</p> <ul style="list-style-type: none"> • 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.

<p>ACTUAL</p> <ul style="list-style-type: none"> • Staff monitored and intervened on attendance. Students attendance rate was 96%. Timely feedback was provided to staff regarding students who were at risk of becoming truant • Special education students receive services as required by their IEP. • Teachers made close contact with parents/guardian when attendance concerns came up to get the students back on track. • Staff reviewed student and staff satisfaction surveys to improve services. • The high school directors are continuing to plan targeted interventions for students who are in danger of failing or dropping out.

Expenditures

<p>BUDGETED</p> <p>1300: Certificated Administrators \$7,350</p>

<p>ESTIMATED ACTUAL</p> <p>1300: Certificated Administrators \$19,772</p>
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Action

2

Actions/Services

<p>PLANNED</p> <ul style="list-style-type: none"> • Establish use of Parent Portal: • 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>ACTUAL</p> <p>The parent portal was established and connected to the student information systems to provide parents access to student academic progress.</p> <p>Training was provided to staff and parents on access the parent portal and providing timely data to parents.</p>
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Expenditures	BUDGETED	ESTIMATED ACTUAL
	Included in Software costs in Goal 1	n/a

Action **3**

Actions/Services	PLANNED	ACTUAL
	Teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.	Teachers sent out weekly newsletters, and provide progress reports during monthly check-in conferences and through parent portal.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	No additional Cost	n/a

Action **4**

Actions/Services	PLANNED	ACTUAL
	<ul style="list-style-type: none"> • 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. • 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>The staff provides families opportunities to support student's education by involving them in the decisions to purchase academic materials, field trips, feel welcomes, personal one on one meetings, and assist parents in finding tutoring or enrichment for their child.</p> <p>The school has LCAP Advisory Council which has met three times during 2016-17 school year and actively solicited parent and student feedback to involve all stakeholders in the Inspire policies and procedures, budgets, and student progress.</p>

Expenditures	BUDGETED	ESTIMATED ACTUAL
	No additional cost	n/a

Action **5**

Actions/Services	PLANNED	ACTUAL
	Maintain and update FAQs, policies, and program descriptions on school website	The school's webpages are up to date regarding FAQ, policies and

Expenditures

	program descriptions.
BUDGETED See certificated administrators above.	ESTIMATED ACTUAL n/a

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 goal to monitor and increase attendance was implemented increasing student attendances. Parent portal was purchased, staff and parents trained on the use to inform student progress. Student and staff surveys were administered and data reviewed and input solicited to increase student engagement and achievement. The websites were maintained with updated information to support staff, parents and students. Parent and student councils were set up and actively involved during the WASC visit and accreditation.

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

The school met the goal effectively to achieve 96% of student attendance. The need to increase more parent log into parent portal will continue to be the focused. Increased Parent and student participation in committees will continue to remain the focus for the following school year. Teachers will continue to provide weekly updates to students and parents. The school will increase to make the websites easily accessible with up to date information regarding policies, procedures and FAQ's.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual cost came in slightly higher due to experienced staff.

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.

The goal will remain the same for the following school year.

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 collaborative learning opportunities for students to navigate technology and communicate effectively.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 x 4 5 6 7 x 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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 (PBL) 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 web class teaching sessions

ACTUAL

- Work in progress: parents are encouraged to enroll their child in the enrichment academies to support them with navigating technology and collaborative communications via student presentations.
- Students have the option to enroll in PBL courses. Most courses include project based assignments.
- There are few students who participate in the yearbook committee, student council, WASC student committee and Meet the Masters.
- In 2016-17, baseline data of student participation in Blackboard/synchronous web class teaching sessions will be identified to increase each 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

Actions/Services

PLANNED

- Facilitate student groups that promote collaboration and communication among

ACTUAL

- Variety of opportunities were provided to all students to participate in local clubs, fieldtrips, and student council

	<p>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. 	<ul style="list-style-type: none"> High School Students participated in yearbook committee and student council. Students planned senior activities to promote more student participation and collaboration. The students were not surveyed this year and a new student group was not created. The plan is to assess students in 2017-2018 school year.
Expenditures	<p>BUDGETED 4303: special Activities and Fieldtrips \$5,344</p>	<p>ESTIMATED ACTUAL 4303: special Activities and Fieldtrips \$34</p>
Action	2	
Actions/Services	<p>Create a committee to research collaborative learning strategies and develop ways to implement technology and collaborative student presentations</p>	<p>ACTUAL Staff lead professional development to support teachers with implementing collaborative learning strategies and student presentation as part of their curriculum.</p>
Expenditures	<p>BUDGETED No cost</p>	<p>ESTIMATED ACTUAL n/a</p>
Action	3	
Actions/Services	<ul style="list-style-type: none"> Encourage use of collaborative groups and technology-based projects: 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>ACTUAL</p> <ul style="list-style-type: none"> Increased offering of online courses and project based learning opportunities for students. Provided opportunities for students break out in small groups to complete activities and collaborate with each other on projects. All Core Courses are available online and through textbook to support student achievement.
Expenditures	<p>BUDGETED No cost</p>	<p>ESTIMATED ACTUAL n/a</p>

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 the actions/services to achieve the goal to develop and implement collaborative learning opportunities for students to navigate technology and communicate effectively was met. Students were provided opportunities to participate in project based learning assignments, student committees, web classrooms to develop communication and collaborative skills, and conduct presentations.

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

The overall effectiveness of the goal was met because the school established the programs, Enrichment Academies, student committees, and web classrooms for breakout activities. Next year, data will be collected to determine the effectiveness of the actions and meeting the goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The special activities and fieldtrip estimated actual cost came in very low due to low enrollment and parent support with transportation for fieldtrips and activities.

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.

The baseline programs have been implemented and in 2017-18, the school will collect accurate data such as attendance records, number of projects completed by students, number of students engaged and participating in various student groups and committees. Work with students to create interest survey inventory to determine additional groups and committees to increase student participation.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 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, 2016 In-person teacher in-service trainings on homeschool curriculum, pedagogies, addressing and monitoring student progress towards CCSS were held.
- October 27, 2016 Director of Curriculum met in-person with a group of parents who were invited to attend a focus group meeting at an Enrichment Academy in order to discuss what does our school do well, what do we need to improve, what should be our priority area of improvement. A flyer advertising the event was placed at the registration table of the Enrichment Academy, and parents were also invited by their teacher to participate.
- December 2, 2016 - The Inspire staff gathered on a video conference meeting for a presentation by Director of Curriculum on LCAP goals and discussion on progress towards goals.
- December 3, 2016 The Director of Curriculum provided an update to the board on LCAP goals, discussion on progress towards goals, and new accountability system and the five by five metrics.
- February-May 2017 Weekly parent forum meetings were held via webinar by Director of Testing & Assessment on student achievement goals, assessment goals, and participation in CAASPP. The parent information sessions were advertised on our school website calendar, and teachers invited parents of students in their classes.
- April 27, 2017 – LCAP Parent and Student Surveys were sent out via email and Parent Square.
- May 12, 2017 – LCAP Staff Surveys were sent out via email.
- May 10, 2017 – The high school administrators met with the curriculum directors via teleconference to discuss progress of LCAP goals for this year and plans for monitoring of the LCAP goals for next year.
- May 11, 2017 – LCAP Community Feedback Forum was held by Director of Curriculum via video conference to gather feedback from parents on ways we can accomplish LCAP goals. The session was advertised on our school website calendar, and teachers invited parents to participate.
- May 15, 2017 – The regional administrators met with the curriculum directors via teleconference to discuss progress of LCAP goals for this year and plans for monitoring of the LCAP goals for next year.
- May 20, 2017 – Public hearing was held at board meeting.
- June 2, 2017 - All staff gathered on a video conference meeting for a presentation by Director of Curriculum on parent, student, and staff survey responses and trends.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Based on our data and stakeholder feedback, we have created a plan for our high school administration and team to regularly look at graduation rate. In addition, our focus will be on building credit recovery courses and resources. To help high school teachers with large caseloads, we implemented the use of student advisers as instructional assistants to help with progress monitoring and support. We heard from our students and families that they wanted more course options, and we have worked hard to grow our course catalog and will continue to build it to include more a-g course options, visual and performing arts classes, and CTE options.

In consulting with our various groups, we have a committed focus on data-driven planning and monitoring. We will continue to solicit stakeholder feedback with the use of sign in sheets at events and collect survey data in a way that differentiates parents and students in our separate schools so we can drill down and determine needs at the local level.

In addition, the consultation impact on the LCAP for the upcoming school year was to provide more opportunities for students to collaborate with their peers online and in person via student activities and fieldtrips. Suggestions were made to place a list of outreach events, including parent group meetings held at Enrichment Academies, on Master Calendar on the website and use sign on sheets to collect and track attendance. Soliciting feedback forms/evaluations/suggestions from parents and staff on the success of the events is a good practice. Parents wanted the consistency of having the same teacher to support their children. Some of the input indicates the need to decrease testing for students which highlighted the need to provide information to parents about the state requirements for the students and school. The need to educate parents and staff on the LCAP evaluation rubric was evident, and PD will include the essentials to ensure all staff understands the requirements. Student monitoring of progress toward standards required a calendar to allow all staff to be on the same page. The things that went well were the flexibility and supports students received toward their education. Parents highlighted the one-to-one teacher support they received for their children from the teacher. They liked working with the homeschool teacher to individualize personal learning plan to support their children. In addition, staff recommended that when CELDT data comes out, talking regionally as a team about who the students are and what resources are available will better support student progress. After each event, regional teams should reflect on the success/impact of the event. The need to save power points for reference and evidence of in house PD was indicated. Expanding the CTE courses, sequences and pathways by partnering with vendors/specialty programs for ideas/leads for industries and opportunities is now a focus.

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.

<input type="checkbox"/> New	X Modified	<input type="checkbox"/> Unchanged
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Goal 1

Appropriately credential teachers will provide personalized learning to support/improve student achievement while working collaboratively with parents/guardians.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 4 5 6 x 7 8
 COE 9 10
 LOCAL _____

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 needs to provide to parents because they provide instructional support to students. Parent participation in meetings, workshops, trainings, etc. is low.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers appropriately assigned and fully credentialed.	100%			
Increase number of students participating in Enrichment Academies as measured by student enrollment.	New program and Baseline data will be available in 2017-18			
Increase the number of parents who participate in various school activities as	New program and Baseline data will be available in			

measured by sign-ins.	2017-18			
Increase parent participation rate for the school climate survey by 10%.	222 surveys were returned			
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments.	95%			
Maintain chronic absenteeism rate at 0%.	0%			
Maintain the rate of pupil suspension and expulsions rates.	0%			
Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.	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

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

Action **1**

2019-20

New Modified Unchanged

- 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.

New Modified Unchanged

- 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.

New Modified Unchanged

- 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$7,463,896	\$7,613,173	\$7,765,437
Source	Source	Source
1100	1100	1100

Budget Reference

Certificated Teachers

Budget Reference

Certificated Teachers

Budget Reference

Certificated Teachers

Action 2

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount \$30,000

Source 5804

Budget Reference Professional Development

2018-19

Amount \$30,600

Source 5804

Budget Reference Professional Development

2019-20

Amount \$31,212

Source 5804

Budget Reference Professional Development

Action 3

New Modified Unchanged

- 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

2018-19

New Modified Unchanged

- 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

2019-20

New Modified Unchanged

- 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.

- 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.

- 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$650,000	Amount	\$663,000	Amount	\$676,260
Source	1300	Source	1300	Source	1300
Budget Reference	Certificated Administrators	Budget Reference	Certificated Administrators	Budget Reference	Certificated Administrators

Action 4

2017-18		2018-19		2019-20	
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged		<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged		<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	
<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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. 	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	n/a	Source	n/a	Source	n/a

Budget
Reference

Already included in goal

Budget
Reference

Already included in goal

Budget
Reference

Already included in goal

New

X Modified

Unchanged

Goal 2

Create systems and structures that provide multiple pathways of personalized learning to increase students who meet or exceed California Common Core State Standards (CCSS) for English language arts (ELA) and Mathematics as demonstrated by multiple measures.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 4 5 6 x 7 8

COE 9 10

LOCAL _____

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP participation rate will be at least 95%	New school program and baseline will be established 2017-2016 school year.			
The percentage of Inspire students meeting or exceeding standards on CAASPP assessments, including all subgroups, will meet or exceed the statewide average	New school program and baseline will be established 2017-2016 school year.			
10% of English learners will increase one level of proficiency	50%			

on the CELDT annually				
At least 10% of EL students will demonstrate eligibility for reclassification	16%			
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught.	50%			
95% of all students will participate in Fall and Spring Summative Diagnostic assessments.	75%			
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.			

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

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

Action **1**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Administer interim benchmark assessments 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.	Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,250,520	Amount: \$1,275,530	Amount: \$1,301,041
Source: 1300	Source: 1300	Source: 1300
Budget Reference: Certificated Administrators	Budget Reference: Certificated Administrators	Budget Reference: Certificated Administrators

Action 2

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	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

Action 3

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

- Hire ELD teacher to conduct designated EL instruction
- Track student progress toward meeting EL proficiency requirements

- Hire ELD teacher to conduct designated EL instruction
- Track student progress toward meeting EL proficiency requirements

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	n/a	Source	n/a	Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Budget Reference	Included in 1100 salary costs listed in goal 1, action 1

Action 4

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan. • 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. • Counselors build and monitor progress of each student's 6-year Individualized Graduation Plan (IGP) 	<ul style="list-style-type: none"> • Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan. • 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. • Counselors build and monitor progress of each student's 6-year Individualized Graduation Plan (IGP) 	<ul style="list-style-type: none"> • Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan. • 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. • Counselors build and monitor progress of each student's 6-year Individualized Graduation Plan (IGP)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	0	Amount	0	Amount	0
Source	n/a	Source	n/a	Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Budget Reference	Included in 1100 salary costs listed in goal 1, action 1

New

X Modified

Unchanged

Goal 3

Inspire students will graduate college and career ready in all subject areas, based on the CA State Standards.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 4 5 6 x 7 8

COE 9 10

LOCAL _____

Identified Need

-Improve the number of students meeting requirements to UC/CSU and improved number of students demonstrating college readiness.

-Improve support to students struggling to meet General Education High School requirements.

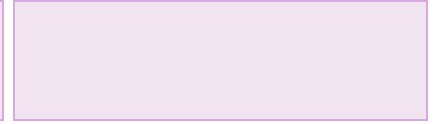
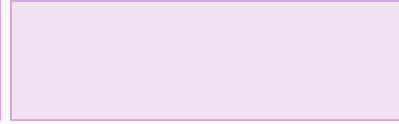
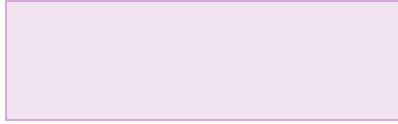
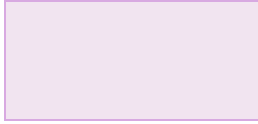
-no in-house CTE courses, sequences, or programs are currently offered.

-CAASPP data for grade 11 indicates that 46% met or exceeded the ELA standards and 10% met or exceeded the math standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain CA state standards-aligned instructional materials (text and e-text) sufficiency at 100% for all core subject areas	100%			
Maintain 100% of the students have a 6 Year Plans graduation plans	100%			
Decrease the middle school dropout rate.	New action and Baseline data is pending			

Students create projects based on careers and colleges to prepare for high school.



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

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

Action **1**

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Research, pilot and evaluate careers and colleges for students to study, provide PD/training resources to prepare students to graduate college and career ready.	Research, pilot and evaluate careers and colleges for students to study, provide PD/training resources to prepare students to graduate college and career ready.	Research, pilot and evaluate careers and colleges for students to study, provide PD/training resources to prepare students to graduate college and career ready.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>

Budget Reference

No additional expenses

Budget Reference

No additional expense

Budget Reference

No additional expense

Action 2

2017-18

2018-19

2019-20

X New Modified Unchanged

X New Modified Unchanged

X New Modified Unchanged

Continue to provide all required classes for students within their selected course plans to ensure all students are knowledgeable of future college/career pathway.

Continue to provide all required classes for students within their selected course plans to ensure all students are knowledgeable of future college/career pathway.

Continue to provide all required classes for students within their selected course plans to ensure all students are knowledgeable of future college/career pathway.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Amount

Amount

Source

Source

Source

Budget Reference

No additional expenses

Budget Reference

No additional expense

Budget Reference

No additional expense

Action 3

2017-18

2018-19

2019-20

X New Modified Unchanged

X New Modified Unchanged

X New Modified Unchanged

Continue to provide targeted, research-based math & ELA support for struggling students.

Continue to provide targeted, research-based math & ELA support for struggling students.

Continue to provide targeted, research-based math & ELA support for struggling students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Amount

Amount

Source

Source

Source

Budget Reference

No additional expenses

Budget Reference

No additional expense

Budget Reference

No additional expense

Action 4

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to support and provide internal PD to administrators and teachers to ensure students are aware of 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 aware of 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 aware of college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Amount

Amount

Source

Source

Source

Budget Reference
No additional expenses

Budget Reference
No additional expense

Budget Reference
No additional expense

Strategic Planning Details and Accountability

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

New X Modified Unchanged

Goal 4

Inspire students will have access CCSS aligned instructional materials, 21st Century Learning tools and opportunities to develop and implement collaborative learning opportunities to navigate technology and communicate effectively throughout their K12 education

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 x 4 5 6 7 x 8
 COE 9 10
 LOCAL _____

Identified Need

Students need to be challenged as 21st Century learners to think critically and collaboratively, examine problems, gather information, and make informed, reasoned decisions while using technology.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will have access to a computer	100%			
Blackboard/synchronous webclass teaching sessions based student sign in.	Baseline data will be created in 2017-18			
Increased student participation in Yearbook Committee, Student Council, Meet the Masters based on student sign in.	Baseline data will be created in 2017-18			
Continue to train and	Baseline data will be created			

support staff in utilizing currently available technology tools and resources staff sign-in.	in 2017-18			
Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log.	100%			
Continue to provide access to online courses as well as textbook.	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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Facilitate student groups that promote collaboration and communication among students in person and online 	<ul style="list-style-type: none"> Facilitate student groups that promote collaboration and communication among students in person and online 	<ul style="list-style-type: none"> Facilitate student groups that promote collaboration and communication among students in person and online

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$67	Amount: \$68	Amount: \$69
Source: 4303	Source: 4303	Source: 4303
Budget Reference: Special Activities and fieldtrips	Budget Reference: Special Activities and fieldtrips	Budget Reference: Special Activities and fieldtrips

PLANNED ACTIONS / SERVICES

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

Action **2**

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Encourage use of collaborative groups and technology-based projects: 	<ul style="list-style-type: none"> Encourage use of collaborative groups and technology-based projects: 	<ul style="list-style-type: none"> Encourage use of collaborative groups and technology-based projects:

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text" value="No additional expense"/>	Budget Reference <input type="text" value="No additional expense"/>	Budget Reference <input type="text" value="No additional expense"/>

Action **3**

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> School courses will include project- based learning that incorporates technology, collaboration, and student communication skills. 	<ul style="list-style-type: none"> School courses will include project- based learning that incorporates technology, collaboration, and student communication skills. 	<ul style="list-style-type: none"> School courses will include project- based learning that incorporates technology, collaboration, and student communication skills.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	No additional expense	Budget Reference	No additional expense	Budget Reference	No additional expense

Action **4**

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Enrichment Academy syllabi will include at least 1 student project presentation per term Utilize small group break-out activities in Blackboard web classroom sessions. 	<ul style="list-style-type: none"> Enrichment Academy syllabi will include at least 1 student project presentation per term Utilize small group break-out activities in Blackboard web classroom sessions. 	<ul style="list-style-type: none"> Enrichment Academy syllabi will include at least 1 student project presentation per term Utilize small group break-out activities in Blackboard web classroom sessions.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	No additional expense	Budget Reference	No additional expense	Budget Reference	No additional expense

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$332,186

Percentage to Increase or Improve Services:

9.57%

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

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

The supplemental funds will be used to support the development and implementation of support services for English Learners (EL), Foster Youth and Low-Socio-Economic students charter-wide. Based on current percentages and overall need it was determined that the support of these subgroups will continue to be the best use of supplemental funds. The school leadership team gather stakeholder input from parents and supervising teachers regarding the needs of these subgroups and determined that there is a continued lack of curriculum and specific supports in place for EL students. An LCAP Advisory Committee was created during the 2016-2017 school year and will be further supported and expanded during the 2017-2018. Another action/service specifically aimed toward English Learners in the goal to find an EL curriculum and tools that will meet the needs of our independent study students, specifically students who lack direct support due to the home language not being English and who, due to the nature of independent study, often do not receive the individual support they need. Another focus was to provide intervention curriculum to support the subgroups who were falling behind and required intensive interventions. The regular student load for supervising teachers does not allow for the time or focus needed to support the English Development of these students. Curriculum and resources have been identified and a pilot will be used to gauge the effectiveness and appropriateness for all independent study students. Other support services and resources will be offered Charter-wide providing access to ELD for all EL students by a CLAD credential teacher, including tutors and/or small group teaching. Student advisors are assigned to foster youth to ensure an adult is supporting and connecting with the student to keep them on track. All EL tools, support and resources will be available Charter-wide for all students who need additional support in English language development.

