

2018-19

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)

LEA Name	Contact Name and Title	Email and Phone
Winship Community School	Dr. Herbert Nichols Executive Director	nick@inspireschools.org 626-317-0112

2017-20 Plan Summary

The Story

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

Winship Community School is a tuition-free, personalized learning public charter school for TK-8th grade students. Offering both flexibility and choice, Winship Community School 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 independent study learning model that meets their instructional needs. The schools model is indicated in the chart below. The students have access to online coursework, offline textbook work, homeschool curriculum, project based learning, and unique enrichment opportunities. Each of the different programs allow students to take courses and learn in the optimal environment for their learning needs and take advantage of personalized learning options.

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 opened 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. 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 educational activities and field trips 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 continue to focus 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

The professional development structure changed to provide support to the homeschool teacher (HST) this year. The professional development occurred once a month for four hours. This allowed for increased collaboration among staff to discuss student outcomes and supports for struggling students. Students have opportunities to complete a variety of educational activities and field trips which allowed students to build community while gaining educational background knowledge. Families have an online vendor lobby system to provide them a one-stop shop which lists all of the local vendors and enrichment opportunities available for students. Finally, the Parent advocacy staff supports parents and students in understanding Common Core Standards, navigating California Department of Education website to understand state's expectation for all students attending public school, state assessments, and share links for local non-profits and government agencies to obtain further support.

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 CAASPP assessment and LCFF Evaluation rubrics. There were only 26 students who completed the CAASPP assessment. Winship Community school is a small school. Our goal is to continue 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.

Winship Community - Sutter County

Enrollment: 25 Socioeconomically Disadvantaged: 28% English Learners: 28% Foster Youth: 0%
 Grade Span: K-8 Charter School: Yes

Dashboard Release:

Fall 2017

Equity Report Status and Change Report Detailed Report Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		N/A	N/A
<u>English Learner Progress (1-12)</u>		N/A	N/A
<u>English Language Arts (3-8)</u>		N/A	N/A
<u>Mathematics (3-8)</u>		N/A	N/A

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 based on benchmark data. 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.

Winship Community - Sutter County

Enrollment: 25 Socioeconomically Disadvantaged: 28% English Learners: 28% Foster Youth: 0%

Dashboard Release:

Grade Span: K-8 Charter School: Yes

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American
<u>Chronic Absenteeism</u>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>	*	*	*	*	*	*	*
<u>English Learner Progress (1-12)</u>	*	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>	*	*	*	*	*	*	*
<u>Mathematics (3-8)</u>	*	*	*	*	*	*	*

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)

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

Increased or Improved services

Winship Community School recognizes the unique needs of Socioeconomically Disadvantaged Students (27%), and English Learners (4%). Dedicated staff members (Director of English Language Development, and Director of Student Services and Support) will monitor English Learners, and socioeconomically disadvantage students to ensure they are on-track academically and provide targeted to support as needed. This team will monitor the progress of the identified students, connect students to counseling as needed, and ensure that students transition appropriately to independent study program environment both academically and social-emotionally. An English learner teacher will provide ELD instruction 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.

In addition, Winship Community will continue to provide Homeschool Teachers (HST) with the instructional support they need through professional development, planning, data analysis, coaching, and knowledge building for teachers.

The processing and planning time needed for teachers to collaborate and plan for instruction will come through our monthly professional development with Regional Coordinators and Senior Directors. HSTs work with parents at least every 20 days or more frequently as needed to support students academically and review enrichment activities that students are engaged in to ensure students are receiving a broad course of study.

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	\$943,101
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$349,850.00

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$972,450

Annual Update

LCAP Year Reviewed: **2017-18**

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 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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

100% of teachers appropriately assigned and fully credentialed.

17-18

100% of students will be taught by a subject matter competent, credentialed teacher.

Baseline

100%

Metric/Indicator

Increase number of students participating in Enrichment Academies as measured by student enrollment.

17-18

In 2017-2018, collect data to create a baseline of students participating in Enrichment Academies.

Actual

100% of credential Home School Teachers (HSTs) provided personalized learning and support to students while working collaboratively with parents/guardians.

There were a number of enrichment opportunities available for students this year through the launch of our new online Enrichment Center platform. The platform offers a number of enrichment opportunities for students to engage in to ensure they receive a broad range of course study. In addition, students can participate in weekly enrichment academy which allows families and students to come together weekly to build community, participate in

Expected

Baseline

New program and baseline data will be available in 2017-2018.

Metric/Indicator

Increase the number of parents who participate in various school activities as measured by sign-ins.

Baseline

Baseline to be determine in 2017-2018

Metric/Indicator

Increase parent participation rate for the school climate survey by 10%.

17-18

Increase parent participation by having at least 400 parents return school climate surveys.

Baseline

222 Surveys

Metric/Indicator

Maintain attendance rates of 95% or higher by ensuring the timely completion of assignments.

17-18

95% of students will complete assignments and meet the 95% attendance goal.

Baseline

95%

Metric/Indicator

Maintain chronic absenteeism rate at 0%.

17-18

The chronic absentee rate will be maintained at 0%.

Baseline

TBD 2017-2018

Metric/Indicator

Maintain the rate of pupil suspension and expulsions rates.

Actual

enrichment activities at local parks or vendor locations. In 2017-2018, we had 100 students participate in 2017-2018.

There were three major events and smaller monthly events allow parents opportunity to engage with staff and other families attending the school. The large events were the Back to School, Graduation, and End of the Year Event. The Back to School event had over 40 parents participate. The monthly parents events vary between 30 parents.

Over 28 climate surveys were received with parents expressing high satisfaction with the school.

100% of the students enrolled whose attendance was 95% as of April 2018. We will update the section at the end of the school year to ensure the data remains accurate.

There were 0 students whose attendance was below 95% as of April 2018. We will update the section at the end of the school year to ensure the data remains accurate.

There were no suspensions or expulsions in 2017-2018 school year. Winship is an independent study school so student discipline issues do not general exist unless they occur during the monthly meeting with the teacher. The

Expected

17-18
The suspension and expulsions rate will be maintained at 0%.

Baseline
0%

Metric/Indicator
Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.

17-18
100% of the inspire facilities will receive a safe marking on the FIT report.

Baseline
100%

Actual

parents are always present at the teacher/student/parent meetings which drastically reduces the chances of behavior issues.

We are an independent study school. Students complete the work at home and staff meets with families in public library/ public location once a month to review and collect student work. The main office of Inspire was determine to be to be safe based on the Facilities Inventory Report completed by staff.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>All staff credentials were reviewed and verified through CTC to ensure teachers were subject matter competent and CLAD or equivalent certified.</p>	<p>Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF \$240,000</p>	<p>Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF \$251,536</p>

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

Students to be Served
All

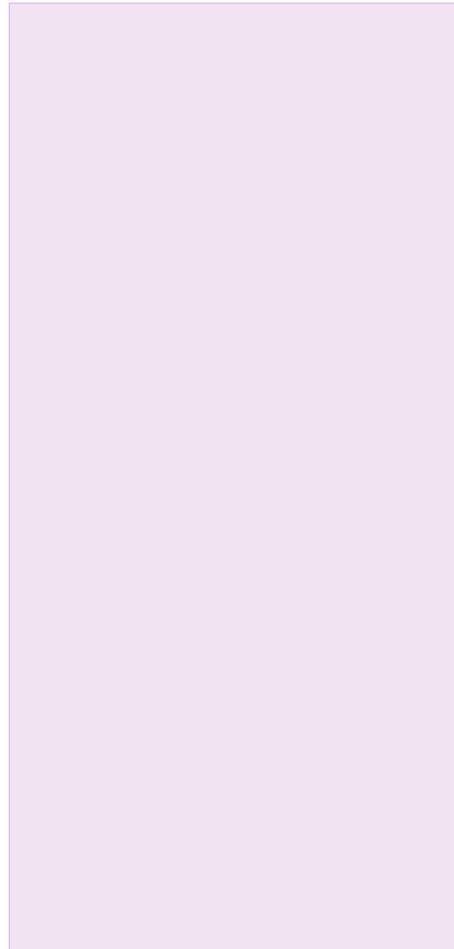
Location(s)
All Schools

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

Locations
All Schools



Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Focused Professional Development and Parent Engagement:

- Create and implement school-wide and department professional development calendar and data meetings for staff and parents.

- A professional development (PD) calendar with data analysis focus was created to provide monthly in-service/professional development to support implementation of CCSS.
- Staff provided feedback regarding PD/Monthly in-

5800: Professional/Consulting Services And Operating Expenditures LCFF \$1000

Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF \$774

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

- service and adjustments were made based on feedback provided.
- There were several meetings and discussion to solicit input regarding parent support along with training for staff on parent meetings, outreach, and creating rapport with parents and students.

Action 3

Planned Actions/Services

- Monitor and intervene on attendance behavior early.
- Monthly analysis of attendance and behavior data by subgroup.
- 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 climate surveys.
- refine intensive targeted interventions for students at risk of dropping out or in danger of failing.

Actual Actions/Services

- HSTs intervened early with attendance issues. Currently we have four students whose attendance is below 95%.
- We received over 444 climate surveys that were reviewed, analyzed and shared with staff for improving services and supports to students.
- This school year, an student study team was refined to support early identification and supports for struggling students. The team supported and met with over 164 students.

Budgeted Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF \$0

Estimated Actual Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Continue the use of Parent Portal Continue to train staff in how to post communications, progress reports and assessment data to Portal Portal. Continue to engage parents in use of Parent Portal (demonstration sessions, how to guides). Continue to have teachers engage parents through weekly class newsletter, progress reports (viewable through Parent Portal) and monthly check-in conferences. 	<p>The parent use of Parent Portal has increased by 80%. Teachers received multiple training sessions regarding posting information on Parent Portal. Parents received multiple opportunities to learn how to use Parent Portal to better track their student's progress, read weekly newsletter and check in with their student's teacher(s).</p>	<p>Included in Goal 2, Action 2 4000-4999: Books And Supplies LCFF 0</p>	<p>Included in Goal 2, Action 2 4000-4999: Books And Supplies LCFF 0</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 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 through small group by a lead teacher. Staff completed evaluation to provide feedback and suggestions 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 small group staff development was well received by staff. The need to continue to train teachers in implementing CCSS standards will remain 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 meet our action plan to have at least 95% of the students participate in fall summative assessments (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 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual cost for employees came in higher than the projected due to increase in student enrollment and hiring of experienced staff. The cost for software came in slightly higher than original projected as result of increase student enrollment for additional access points. The cost for professional development came in lower than projected as a 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.

Based on the feedback from stakeholders and staff, some of the actions need to be reworded and better aligned to support the goal. The changes will appear in goal 1 action 4. In addition, we are currently working on systems to highlight enrichment opportunities for students through our online enrichment vendor lobby or teacher led field trips. The enrichment vendor lobby will part of the parent portal (Goal 1,Action 4).

Annual Update

LCAP Year Reviewed: **2017-18**

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 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 Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

CAASPP participation rate will be at least 95%

Baseline

ELA 73% and Mathematics 72.9%

Metric/Indicator

The percentage of Inspire students meeting or exceeding standards on CAASPP assessments, including all subgroups, will meet or exceed the statewide average

Baseline

ELA 14%

Mathematic 17%

Actual

The students are currently taking the assessment and we will know if we met the goal in July 2018. In 2017-2018, 79% of the students participated in the CAASPP assessment. This year the focus was to increase the percentage of students participating along with retaining focus on completing the assessment to demonstrated understanding of grade level standards.

The CAASPP ELA assessment data will be released Aug 2018. In 2017, 14% of the students met or exceed standards on the CAASPP assessment in ELA. In Mathematics, 17% of the students met or exceed the standards.

Expected



Metric/Indicator

10% of English learners will increase one level of proficiency on the CELDT annually

Baseline

40%

Metric/Indicator

At least 10% of EL students will demonstrate eligibility for reclassification

Baseline

The new Baseline will be determine in 2018 due to change in the English Learner Assessment from CELDT to ELCAP.

Actual

**Winship Community School
CAASPP 2016-2017**

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th G
# of Students Enrolled	*	*	*	*	*	*
# of Students Tested	*	*	*	*	*	*
# of Students With Scores	*	*	*	*	*	*
Mean Scale Score	*	*	*	*	*	*
Standard Exceeded: Level 4	*	*	*	*	*	*
Standard Met: Level 3	*	*	*	*	*	*
Standard Nearly Met: Level 2	*	*	*	*	*	*
Standard Not Met: Level 1	*	*	*	*	*	*

[English Language Arts/Literacy Scale Score Ranges](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th G
# of Students Enrolled	*	*	*	*	*	*
# of Students Tested	*	*	*	*	*	*
# of Students With Scores	*	*	*	*	*	*
Mean Scale Score	*	*	*	*	*	*
Standard Exceeded: Level 4	*	*	*	*	*	*
Standard Met: Level 3	*	*	*	*	*	*
Standard Nearly Met: Level 2	*	*	*	*	*	*
Standard Not Met: Level 1	*	*	*	*	*	*

[Mathematics Scale Score Ranges](#)

The year, the state changed the assessment for ELs from CELDT to ELPAC. The CELDT was administer in the fall of school each year where as the ELPAC is assessed in the spring of each school year. The results from the ELPAC for 2017-2018 school year have not been released. This section will be updated once the results are received.

The EL assessments changed this year from CELDT to ELPAC. The data from ELPAC has not been released. This section will be updated once the results have been received by the school.

Expected

Metric/Indicator

95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught.

Baseline

7%

Metric/Indicator

95% of all students will participate in Fall and Spring Summative Diagnostic assessments.

Baseline

75%

Metric/Indicator

A professional development calendar will be created to include specific CCSS PD.

Baseline

100%

Actual

The school reclassified 14% of the students in 2017-2018 school year thus far based on the CELDT and ELPAC assessment results. Further reclassification will occur once we receive the final results from ELPAC assessment.

In 2017-2018, 90% of the Inspire students participated in the Fall Summative assessments. We continue to educate families regarding the role of assessments in determining student progress toward grade level standards.

100% of the teacher completed >15 hours of curriculum training and CCSS PD during the school year.

Actions / Services

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

Action 1

Planned
Actions/Services

Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing

Actual
Actions/Services

The students took the interim benchmark assessment (STAR360) twice this school year. The students who were identified not meeting the standard were followed up by the SST team for monitoring and further supports and interventions.

Budgeted
Expenditures

Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual
Expenditures

Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF 0

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

Students to be Served
All

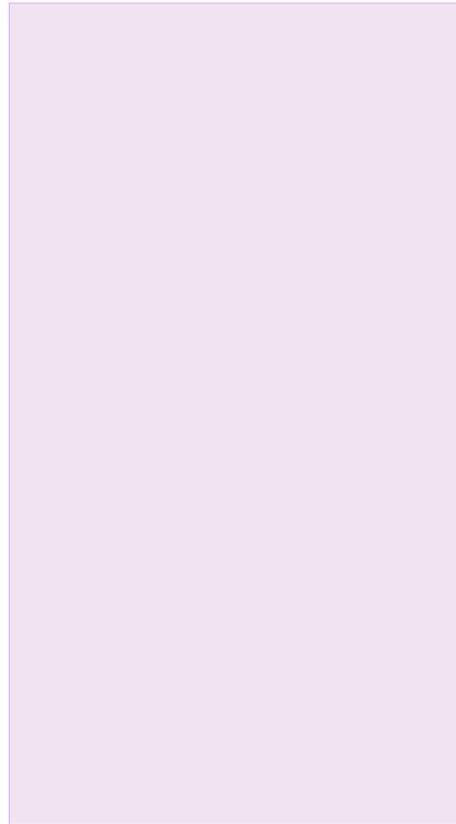
Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide

Locations
All Schools



Action 2

**Planned
Actions/Services**

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

**Actual
Actions/Services**

An Rtl model was utilized to support students who are not making academic progress. There were 164 at risk students identified by teachers who were provided with Intervention programs and a Student Study Team (SST) to monitor and review student progress. Based on the team's review the student was recommended for additional support and intervention either online or in person tutoring

**Budgeted
Expenditures**

Software 4000-4999: Books And Supplies LCFF 24,000

**Estimated Actual
Expenditures**

Software 4000-4999: Books And Supplies LCFF 25,661

support. Six week goals were set and student progress was monitored. The team includes the student's teacher, parent, intervention specialist, curriculum specialist, and member of special education team (psychologist or resource specialists).

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 provides designated EL instruction • Track student progress toward meeting EL proficiency requirements 	<p>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 CalPad is verified to ensure student was not previously identified as EL. The ELD Teacher provides Designated EL Instruction to support language development. Approximately 72 ELLs were given the ELPAC assessment during the ELPAC window. Based on the initial CELDT assessment results and teacher input the student is provided with EL curriculum to assist the student in making annual progress toward reclassification.</p>	<p>Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>	<p>Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to build up course lists and pathways that promote College & Career Readiness:</p>	<ul style="list-style-type: none"> • The high school has increased courses from 133 courses in 2016-17 to 234 in 2017-18 	<p>Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>	<p>Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>

- Committee to review and approve new curriculum and courses
- Counselors and advisory teachers meet with students to support student enrollment in appropriate pathway, conduct info sessions and orientations in pathways.
- 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

- 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.
 - Student counselors and teachers meet with students to support student enrollment in appropriate pathway, conduct information sessions and orientations in pathways/programs
 - All Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits
 - 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 for upcoming courses.

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 increasing student participation on benchmark assessment increased by 10%. The results for the CAASPP assessment will be released in summer of 2018. English learners assessment changed from CELDT to ELPAC and the results will be available in summer of 2018. The RTI process monitored and supported 3

students. We continue to build provide students opportunities to be college and career ready through curriculum and enrichment opportunities.

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

We were a little shy in meeting our goal to have at least 95% of the students participate in fall summative assessments, instead we had 90% 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 2018. We did have a slight increase in student enrollment which will impact our assessment data as we continue to support and intervene to ensure all students are successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual cost for employees came in lower than the projected due to staff reorganization. The cost for software came in slightly higher than original projected as result of increase student enrollment for additional access points. The cost for professional development came in lower than projected as a 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.

We plan to engage with our staff and parents regarding Summative assessment (STAR 360). To monitor and provide intervention in timely manner, we need to increase the summative assessment (STAR 360) from two times a year to three times a year. Additional PD to staff to engage parents regarding school and state assessments and state requirements for 95% participation on the CAASPP assessment. We plan to engage with staff and parents that it is not about just showing up and taking the assessment but the importance of the assessments and students doing their best to ensure they are on track with grade level standards. We will continue to work towards 95% participation rate in Summative Assessments and CAASPP assessment.

Annual Update

LCAP Year Reviewed: **2017-18**

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

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Maintain CA state standards-aligned instructional materials (text and e-text) sufficiency at 100% for all core subject areas

Baseline

100%

Students increased access to CSS-aligned instructional materials as measured by the teacher completed "I Can Statements" and online Inspire Curriculum Inventory survey, which indicate 100% of students had access to standards aligned materials.

Metric/Indicator

Maintain 100% of the students have a 6 Year Plans graduation plans

17-18

enroll students in college and career pathways so graduating class will have completed the sequence by end of 12th grade.

Baseline

100%

Metric/Indicator

Decrease middle school dropout rate.

All of the students who promoted last year from Winship, enrolled in the feeder high school.

Expected

Baseline
0%

Metric/Indicator

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

Baseline
100%

Actual

All students participated in the career day and wrote a research report regarding their interested career choice. Students attended a variety of enrichment opportunities to explore their interests.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career	The school adopted CTE courses from multiple different curricula and COEs to allow supports to explore CTE pathways in preparation for high school. There are 25 different curricula options for students to choose CTE courses from, along with 59 County Offices of Education through out the state.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide all required classes for students within their selected course plans to ensure all students are knowledgeable of future college/career pathway.	In 2017-2018, students were offered increased choices in accessing their courses via textbooks, online and a blend of both. Students using textbooks, had access to their core teachers	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

via live online support daily through office hours for the each course. In addition, students had an opportunity to receive in-person support with HST.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide targeted, research-based math & ELA support for struggling students.	Students were provided 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. In addition, an Rtl model was utilized to support students who are not making academic progress. There were 164 at risk students identified by teachers who were provided with Intervention programs and a Student Study Team (SST) to monitor and review student progress. Based on the team's review the student was recommended for additional support and intervention either online or in person tutoring support. Six week goals were set and student progress was monitored. The team includes the student's teacher, parent, intervention specialist, curriculum specialist, and member of special education team (psychologist or resource specialists).	Included in Goal 2, Action 2 4000-4999: Books And Supplies LCFF 0	Included in Goal 2, Action 2 4000-4999: Books And Supplies LCFF 0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Staff was provided extensive training to support students in exploring future college and career pathways. HSTs were trained to solicit feedback from parents and students regarding their goals and plans for after school. Most of the families serviced by Inspire are home school parents. The parent prefer their students job shadow, explore their interest and attend enrichment opportunities to develop their interest.

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

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

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

The overall implementation of 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. The school provided multiple pathways and personalized learning to increase College and Career Readiness awareness of all students.

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 drop out rate for 7th and 8th grade was zero. We will continue to closely monitor student progress toward enrollment in high school and student proficiency in CCSS. There is 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 certificated personnel, professional development and software costs were included in Goals 1 and 4. Those costs did increase due to increase in enrollment.

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, summative assessments (STAR360), enrichment opportunities to explore college and career pathways. Professional development opportunities will be provided to parents to support/improve student achievement. A campaign to encourage more students to participate in benchmark and state assessments. In addition, train staff on utilization of state interim benchmark assessment for timely feedback regarding student progress on CCSS.

Annual Update

LCAP Year Reviewed: **2017-18**

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

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

100% of students will have access to a computer

17-18

100% of students will have access to a computer

Baseline

100%

All students either have a computer or they have received one through the use of instructional funds. Each student enrolled is allocated funds which are used to ensure students have a computer, access to common core curriculum and participate in enrichment courses.

Metric/Indicator

Blackboard/synchronous webclass teaching sessions based student sign in.

17-18

Blackboard/synchronous webclass teaching sessions based student sign in.

Baseline

Baseline data will be created in 2017-18

There are over 175 weekly live sessions offered to students and approximately 32% of the students participate in the weekly live sessions for additional support or assistance. Mathematics and Foreign language courses saw the most student participation.

Expected

Metric/Indicator

Increased student participation in Yearbook Committee, Student Council, Meet the Masters based on student sign in.

17-18

Increased student participation in Yearbook Committee, Student Council, Meet the Masters based on student sign in.

Baseline

Baseline data will be created in 2017-18

Metric/Indicator

Continue to train and support staff in utilizing currently available technology tools and resources staff sign-in.

17-18

100% of the staff will be trained in utilizing currently available technology tools and resources to support students.

Baseline

Baseline data will be created in 2017-18

Metric/Indicator

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

17-18

Continue to maintain and update FAQs, policies and program descriptions on school website as monitored monthly by staff log.

Baseline

100%

Metric/Indicator

Continue to provide access to online courses as well as textbook.

17-18

100% of the students will have access to online and textbook courses.

Baseline

100%

Actual

The yearbook committee had all of its members participate in regularly quarterly meetings led by the Advisor. There were a number of events planned and provided to engage students. The events included park days, dances, variety of educational field trips to Museum and other regional interests.

The technology department provides live support to students and teachers with technology, In addition, there are recorded trainings for teachers to access if they couldn't make the technology trainings. The school has a HST handbook which provides all of the information and training for teachers to access anytime of the day.

The website has been updated and maintained.

In 2017-2018, students were offered increased choices in accessing their courses via textbooks, online and a blend of both. Students using textbooks, had access to their core teachers via live online support daily through office hours for the each course.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Facilitate student groups that promote collaboration and communication among students in person and online</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>There were over 175 weekly sessions available for students to participate to promote collaboration and communication. In addition, there were 21 teacher led educational field trips.</p>	<p>Books, Supplies, Special Activities and Field trips 4000-4999: Books And Supplies LCFF \$67,000</p>	<p>Books, Supplies, Special Activities and Field trips 4000-4999: Books And Supplies LCFF 31,853</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Encourage use of collaborative groups and technology-based projects.

This action was challenging to achieve due to the flexibility of students completing their studies independently at different times of the day. We continue to research and seek feedback from students and families regarding students working in groups to complete collaborative technology based projects.

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 3

Planned Actions/Services

Hybrid courses will include project-based learning that incorporates technology, collaboration, and student communication skills

Actual Actions/Services

The Project-Based pathway didn't draw students to maintain the pathway, instead the ideas and strategies were utilized in all of the platforms to ensure students were developing the essential skills in technology, collaboration and communication.

Budgeted Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 4

Planned Actions/Services

- Enrichment Academy syllabi will include at least 1 student project presentation per term
- Utilize small group break-out activities in Blackboard web classroom sessions.

Actual Actions/Services

Students are provided with opportunities to make presentation of what they are learning once a month to teachers. The presentation include a project they completed for courses or enrichment. Students have provided videos of their performances, projects they competed for the Fair (County Fair, STEM Fair, etc).

Budgeted Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

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

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

All actions and services were implemented. Staff ensured every student had access to technology. In addition, 175 online sessions were added to provide students an opportunity to collaborate with their peers to work on projects. Students presented once a month regarding their courses and enrichment learning to their teachers and family. Based on lack of student interest modifications were made to Project-Based Learning Platform. Essential components of the program were incorporated into the online and textbook based Platforms.

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

Overall, the effectiveness of the actions and services in this goal were successful. Student collaboration and participation were achieved and recorded in all measurable outcomes. Students were engaged in more project based, real word learning through enrichment opportunities. The analysis will be further conducted once the state has released the information in the summer of 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the costs of this goal were encumbered in goal 1. The increase in costs resulted from hiring of additional staff due to increase in enrollment which also resulted in increase costs for books, supplies, special activities and field trips for students.

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

Based on our evaluation of the LCAP and review of the data, we will need to refine our actions to better align with our goals. The actions did not directly relate to the goal so modifications will be made.

Annual Update

LCAP Year Reviewed: **2017-18**

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 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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

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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

- ‡ August 2 – 4, 2017 In-person teacher in-service trainings on homeschool curriculum, pedagogies, addressing and monitoring student progress towards CCSS were held.
- ‡ October 27, 2017 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, 2017 - 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, 2017 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 2018 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, 2018 – LCAP Parent and Student Surveys were sent out via email.
- ‡ April 25-27, 2018 – The Instructional cabinet met to discuss progress of LCAP goals for this year and plans for monitoring of the LCAP goals for next year.
- ‡ May 1 & 3, 2018 – 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 7, 2018 – LCAP Staff Surveys were sent out via email.
- ‡ June 8, 2018 – Public hearing was held at board meeting.

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 added more field trips for target group and also career oriented. We have also modified our goal to communicate the various opportunities for parents to volunteer in their community and at various Inspire events. We also noticed the need to better monitor and track our middle school students. We modified a few actions in goal 3 and 4 to better align with the goals. 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 for middle school students, visual and performing arts classes. 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 previous school year was to provide more opportunities for students to collaborate with their peers online and in person via student activities and field trips. We received positive feedback and more suggestions for student led events, field trip and activities. The 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 and we will continue doing it for next year. Parents wanted the consistency of having the same teacher to support their children regardless if the children were in three different grades-- parents were provided the option. The data clearly indicated the need to engage with parents regarding participation in state mandated assessments. This will be the focus for the upcoming school year. The need continues 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 ELPAC 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.

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

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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%	100%		
Increase number of students participating in Enrichment opportunities as	New program and Baseline data will be available in 2017-18	students participated in Enrichment academies.		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by student enrollment.				
Increase opportunities for parent participation in various school activities.	New program and Baseline data will be available in 2017-18	10 activities		
Increase parent participation rate for the school climate survey by 10%.	222 surveys were returned	surveys were returned		
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments.	95%	95%		
Maintain chronic absenteeism rate at 0%.	0%	0%		
Maintain the rate of pupil suspension and expulsions rates.	0%	0%		
Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.	100%	100%		

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 [Add Students to be Served selection here]

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

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

- Ensure teachers are subject matter competent:
- Annual teacher credential review, including CLAD or equivalent
- Audit Highly Qualified Teacher assignments
- Implement a performance review process that evaluates teacher implementation of CCSS effectively.

2018-19 Actions/Services

- Ensure teachers are subject matter competent:
- Annual teacher credential review, including CLAD or equivalent
- Audit Highly Qualified Teacher assignments
- Implement a performance review process that evaluates teacher implementation of CCSS effectively.

2019-20 Actions/Services

- Ensure teachers are subject matter competent:
- Annual teacher credential review, including CLAD or equivalent
- Audit Highly Qualified Teacher assignments
- Implement a performance review process that evaluates teacher implementation of CCSS effectively.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	251,536	265,540	272,582
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Focused Professional development and parent engagement:

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

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

Unchanged Action

2018-19 Actions/Services

Focused Professional development and parent engagement:

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

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

Unchanged Action

2019-20 Actions/Services

Focused Professional development and parent engagement:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	774	800	816
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5900: Communications	5800: Professional/Consulting Services And Operating Expenditures

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

- Monitor and intervene on attendance and behavior:

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

Unchanged Action

2018-19 Actions/Services

- Monitor and intervene on attendance and behavior:

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

Unchanged Action

2019-20 Actions/Services

- Monitor and intervene on attendance and behavior:

- Monthly analysis of attendance and behavior data by subgroup.
- Special education services to students with emotional and behavioral challenges as required by IEP.
- Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.
- Administer, analyze, and respond to results of annual student and staff satisfaction surveys.
- Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.

- 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.

- 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

- 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.

2018-19 Actions/Services

- 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.

2019-20 Actions/Services

- 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

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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 2017-2018 school year.	TBD in Fall 2018		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups, will meet or exceed the statewide average	14%	TBD in Fall 2018		
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups, will meet or exceed the statewide average	17%	TBD Fall 2018		
10% of English learners will increase one level of proficiency on the ELPAC annually	40%	TBD Summer 2018		
At least 10% of EL students will demonstrate eligibility for reclassification	7%	14%		
95% of all students will participate in quarterly interim benchmark assessments.	78%	90%		
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 teachers engaged in PD		

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All
Students with Disabilities

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.

2018-19 Actions/Services

Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.

2019-20 Actions/Services

Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	\$1,301,041
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

- Implement RTI model:
- Identify at-risk students
- Use RTI tiers to determine each student's level of need
- Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments,

2018-19 Actions/Services

- 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

2019-20 Actions/Services

- 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

enrichment tutoring services, SAT/ACT prep classes

instructional license assignments, enrichment tutoring services,

instructional license assignments, enrichment tutoring services,

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,661	38,943	39,722
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

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

Modified Action

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

Modified Action

2017-18 Actions/Services

- Identify, assess, and instruct English Language Learners:

2018-19 Actions/Services

- Identify, assess, and instruct English Language Learners:

2019-20 Actions/Services

- 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 proficiency requirements 	<p>Systematically collect home language survey and identify ELs upon enrollment into SIS</p> <p>Administer the ELPAC annually to all EL students during the appropriate testing window</p> <p>ELD teacher to conduct designated EL instruction</p> <p>Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.</p>	<p>Systematically collect home language survey and identify ELs upon enrollment into SIS</p> <p>Administer the ELPAC annually to all EL students during the appropriate testing window</p> <p>ELD teacher to conduct designated EL instruction</p> <p>Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1

Action 4

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
-------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

- 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)

2018-19 Actions/Services

- Continue to build up course lists and pathways that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan of students.
- Committee to review and approve new curriculum and courses
- Counselors and HST teachers meet with students to support student enrollment in appropriate program, conduct info sessions and orientations in personalized learning plans.

2019-20 Actions/Services

- Continue to build up course lists and pathways 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 program, conduct info sessions and orientations in personalized learning plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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%	100%		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain 100% of the students have a 6 Year Plans graduation plans	100%	100%		
Decrease the middle school dropout rate.	0%	0%		
Students create projects based on careers and colleges to prepare for high school.	100%	100%		
		Data not released by CDE		

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Research, pilot and evaluate careers and colleges for students to study, provide PD/training resources to prepare students to graduate college and career ready.

2018-19 Actions/Services

Research, pilot and evaluate careers and colleges for students to study, provide PD/training resources to prepare students to be promoted prepared college and career interest.

2019-20 Actions/Services

Research, pilot and evaluate careers and colleges for students to study, provide PD/training resources to prepare students to be promoted prepared college and career interest.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries (Included in Goal 1, Action 1

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Source	<input type="text" value="LCFF"/>	<input type="text" value="LCFF"/>	<input type="text" value="LCFF"/>
Budget Reference	<input type="text" value="1000-1999: Certificated Personnel Salaries
Included in Goal 1, Action 1"/>	<input type="text" value="1000-1999: Certificated Personnel Salaries
Included in Goal 1, Action 1"/>	<input type="text" value="1000-1999: Certificated Personnel Salaries
Included in Goal 1, Action 1"/>

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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)

2018-19 Actions/Services

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)

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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%	100%		
100% of the students will have a broad course of study through vendor lobby electives and enrichment opportunities.	New action	baseline data will be collected in 2018-2019.		
Increased student participation academic	Baseline data will be created in 2017-18	TBD summer 2018		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in.				
Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log.	100%	100%		
Continue to provide access to online courses as well as textbook based courses to meet the needs of diverse learners.	100%	100%		
Continue to provide access to online courses as well as textbook.	100%	100%		

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action
Unchanged Action

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

New Action
Unchanged Action

2017-18 Actions/Services

- Facilitate student groups that promote collaboration and communication among students in person and online

2018-19 Actions/Services

Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.

2019-20 Actions/Services

Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	32,853	44,567	45,459
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

New Action

2017-18 Actions/Services

Encourage use of collaborative groups and technology-based projects:

2018-19 Actions/Services

Collect data to ensure students have access to technology to create technology based projects or participating in programs such as coding.

2019-20 Actions/Services

Collect data to ensure students have access to technology to create technology based projects or participating in programs such as coding.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

- School courses will include project-based learning that incorporates technology, collaboration, and student communication skills.

2018-19 Actions/Services

- School courses will include project-based learning that incorporates technology, collaboration, and student communication skills.

2019-20 Actions/Services

- School courses will include project-based learning that incorporates technology, collaboration, and student communication skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

New Action

2017-18 Actions/Services

- Enrichment Academy syllabi will include at least 1 student project presentation per term
- Utilize small group break-out activities in Blackboard web classroom sessions.

2018-19 Actions/Services

Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.

2019-20 Actions/Services

Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1	1000-1999: Certificated Personnel Salaries Included in Action 1, Goal 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$89,272

Percentage to Increase or Improve Services

10.11%

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), and Low-Socio-Economic students charter-wide. Winship Community Schools recognizes the unique needs of low-income students, English Learners, and foster youth. In support of our English Learners and at-risk students, we will provide support through our parent liaison and ELD teacher. This team will monitor the progress of the identified students, connect students to counseling as needed, and ensure that foster youth transition appropriately to independent study program environment both academically and social-emotionally.

In addition, Winship Community School will continue to provide Homeschool Teachers (HST) with the instructional support they need through professional development, planning, data analysis, coaching, and knowledge building for teachers. The processing and planning time needed for teachers to collaborate and plan for instruction will come through our monthly professional development with Regional Coordinators and Senior Director. HSTs work with parents at least every 20 days or more frequently as needed to support students academically and review enrichment activities students are engaged in to ensure students are receiving a broad course of study.

Target support will be provided to the subgroups. Dedicated staff members (Director of English Language Development) monitored students who were foster youth and/or English Learners to ensure they were on-track academically. In addition, Parent liaisons connected with the students and provided support in connecting with teachers to provide academic support and connect students to local social-emotional services. English learner teacher provided daily ELD for all English Learners. Students were provided opportunities to attend field trips and activities to build collaboration, language, and exposure to the arts and science.

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$73,280

Percentage to Increase or Improve Services

4.33%

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 were used to support the development and implementation of support services for English Learners (EL), and Low-Socio-Economic students charter-wide. Target support will be provided to the subgroups. Dedicated staff members (Director of English Language Development) monitored students who are English Learners to ensure they were on-track academically. In addition, Parent Liaisons connected with the students and provided support in connecting with teachers to provide academic support and connect students to local social-emotional services. An English learner teacher provided daily ELD for all English Learners. Students were provided opportunities to attend field trips and activities to build collaboration, language, and exposure to the arts and science. Students were provided 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. In addition, an Rtl model was utilized to support students who are not making academic progress.

Other action/service specifically aimed toward English Learners was the identification of 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.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5)*.

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	332,000.00	309,824.00	310,824.00	349,850.00	1,659,620.00	2,320,294.00
LCFF	332,000.00	309,824.00	310,824.00	349,850.00	1,659,620.00	2,320,294.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	332,000.00	309,824.00	310,824.00	349,850.00	1,659,620.00	2,320,294.00
1000-1999: Certificated Personnel Salaries	240,000.00	251,536.00	251,536.00	265,540.00	1,573,623.00	2,090,699.00
4000-4999: Books And Supplies	91,000.00	57,514.00	58,514.00	83,510.00	85,181.00	227,205.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00	774.00	774.00	0.00	816.00	1,590.00
5900: Communications	0.00	0.00	0.00	800.00	0.00	800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	332,000.00	309,824.00	310,824.00	349,850.00	1,659,620.00	2,320,294.00
1000-1999: Certificated Personnel Salaries	LCFF	240,000.00	251,536.00	251,536.00	265,540.00	1,573,623.00	2,090,699.00
4000-4999: Books And Supplies	LCFF	91,000.00	57,514.00	58,514.00	83,510.00	85,181.00	227,205.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00	774.00	774.00	0.00	816.00	1,590.00
5900: Communications	LCFF	0.00	0.00	0.00	800.00	0.00	800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	241,000.00	252,310.00	252,310.00	266,340.00	273,398.00	792,048.00
Goal 2	24,000.00	25,661.00	25,661.00	38,943.00	1,340,763.00	1,405,367.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00
Goal 4	67,000.00	31,853.00	32,853.00	44,567.00	45,459.00	122,879.00

* Totals based on expenditure amounts in goal and annual update sections.