

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
Inspire Charter School- South	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.

Inspire Charter School - South is a tuition-free, personalized learning public charter school for TK-12th grade students. Offering both flexibility and choice, Inspire Charter School - South 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 models that could include 100% 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.

LCAP Highlights

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

Inspire Charter School - South opened with the mission to provide a high standard of education to students through comprehensive curriculum supported by energetic, dynamic, and caring teachers. Inspire Charter School - South 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. There was a lead HST for every 10 teachers to provide small group professional development to review student achievement data with parents and align supports to increase student success. 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. In addition, we increased the number of a-g and CTE course offerings and selection of elective courses, and we ensured access to fully credentialed teachers and intervention courses and supports. Students also have opportunities to complete a variety of educational activities and field trips which allowed students to build community while gaining educational background knowledge. Students attended wet labs to support the science classes and build a community with their peers. Inspire launched an online vendor lobby system to provide parents and students a one-stop shop which lists all of the local vendors and enrichment opportunities available for students. Finally, Inspire created a Parent Advocacy Department to support 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

On the Fall 2017 dashboard, the school received an "Orange" performance in one major category; English Language Arts (3-8). The change status on the dashboard indicated the school "maintained +2.1 points". In addition, the Hispanic subgroup received a "Red" in Mathematics (3-8) and an "Orange" in English Language Arts (3-8) categories. The White subgroup also received an "Orange" in the English Language Arts category. The professional development focus will continue to remain

in both Mathematics and English Language Arts for staff to support students. Since Inspire serves families that choose to homeschool their children, the focus for upcoming year is to engage parents regarding a-g, AP and CTE courses to better align Inspires college and career pathways. In addition, Inspire staff will engage with parents regarding the role of assessment and the importance of all students participating and taking the benchmark assessment as well as the CAASPP testing because we had significant numbers parents electing to opt-out of testing which will impact the schools goal to have 95% of the students tested. Staff will continue to work and engage with parents regarding state mandated assessment. The purpose of the engagement with parents and students is to help alleviate their concerns so that the school can meet the goal of having 95% of the student participate in mandated state assessments. The local benchmark assessments will increase from two to three times next year to monitor student progress and provide immediate interventions to students not making grade level progress. The local assessment will be given in the fall, mid year and at the end of the year to monitor student progress and provide intensive interventions to students not making progress by the mid year assessment. The goal will continue to be 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. The school will continue to build CTE pathways to support students in graduating college and career ready.

Inspire Charter School - South - San Diego County

Enrollment: 2,995 Socioeconomically Disadvantaged: 27% English Learners: 3.9%

Dashboard Release:

Foster Youth: 0.2% Grade Span: K-12 Charter School: Yes

Fall 2017

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		High 81.9%	*
Graduation Rate (9-12)		Very Low 19.4%	*
College/Career (9-12) <small>Select for one year of available data</small>	N/A	Very Low 4.2%	N/A
English Language Arts (3-8)		Low 32.7 points below level 3	Maintained +2.1 points
Mathematics (3-8)		Low 71.9 points below level 3	Increased +13.4 points

Performance Levels:

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

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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

According to the 2017 dashboard, the Hispanic subgroup received a "red" in the Mathematics (3-8) category and "orange" in the English Language Arts (3-8) category. The White subgroup received an "orange" in English Language Arts (3-8) category. Even though there was not data available on the dashboard for English Learner (EL) and Special Education subgroup, the school will continue to provide additional supports and interventions to ensure this group meets grade level standards. Staff will continue to receive training on strategies to support subgroups discussed above. Additional software will be purchased to provide practices and scaffolding supports for struggling students and students will be encouraged to attend enrichment centers to build on their academic levels.



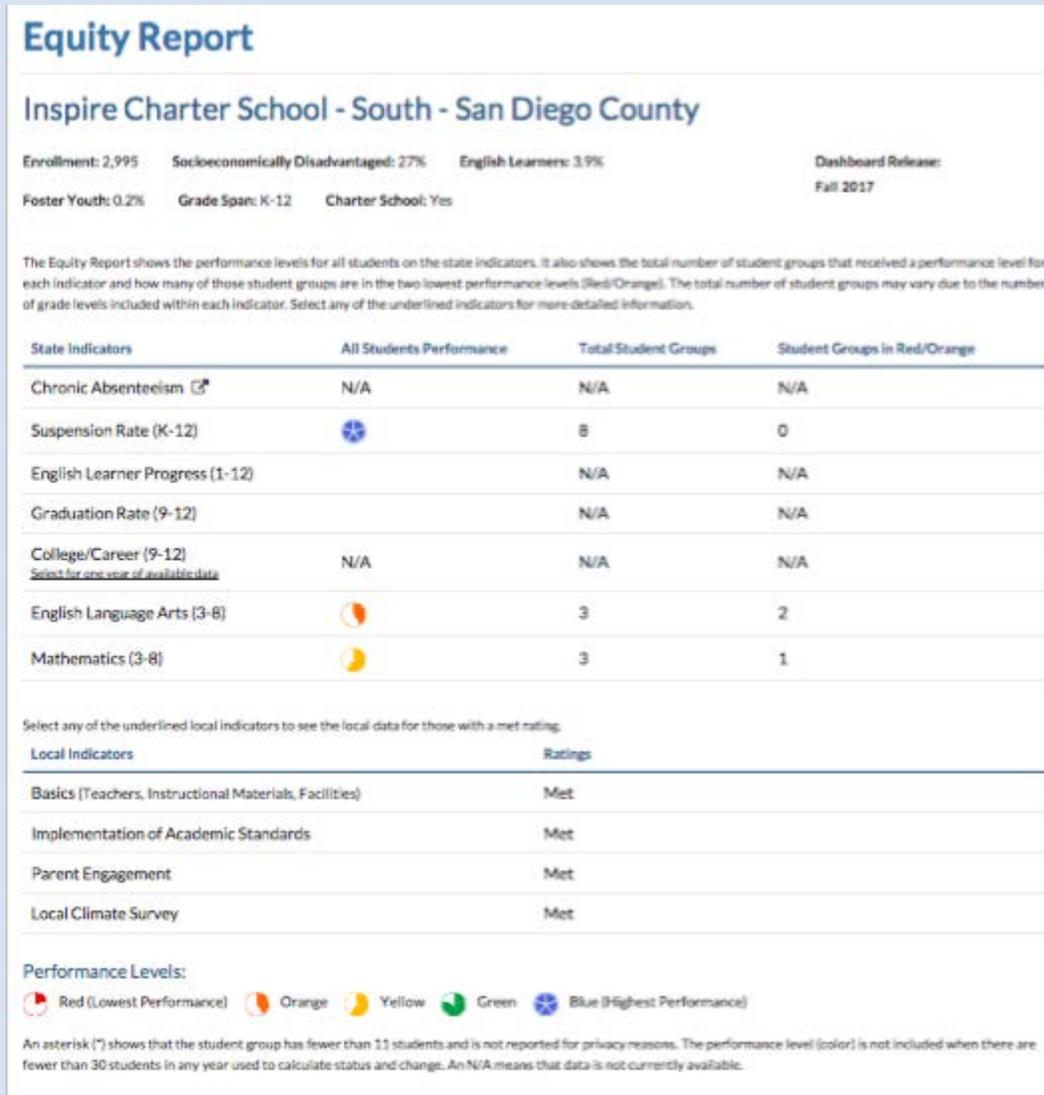
If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Inspire Charter School recognizes the unique needs of Socioeconomically Disadvantaged Students (27%), English Learners (4%), and Foster Youth (.2%). Dedicated staff members (Foster-Homeless Youth Liaison, Director of English Language Development, and Director of Student Services and Support) will monitor foster youth, English Learners, and low income students to ensure they are on-track academically and provide targeted support as needed. 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. Foster Youth liaisons will connect with the students and provide listing of local non-profits and governmental agency who support foster and homeless students. 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, Inspire Charter 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 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

\$24,113,550.00

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$11,909,352.00

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 funds will be expended during current LCAP year.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

\$25,534,497.00

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

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

378 students participate in 2017-2018 and 175 who have expressed interest for next school year and have been placed on a wait-list.

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 700 parents participate. The monthly parents events vary between 100 to 150 parents.

Over 400 climate surveys were received with parents expressing high satisfaction with the school.

There were only 8 students in Inspire Charter School-South 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 8 students in Inspire Charter School-South 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. Inspire 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.

Inspire schools are 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

- Ensure teachers are subject matter competent:
- Annual teacher credential review, including CLAD or equivalent
- Audit Highly Qualified Teacher assignments

Actual
Actions/Services

All staff credentials were reviewed and verified through CTC to ensure teachers were subject matter competent and CLAD or equivalent certified.

Budgeted
Expenditures

Certificated Teachers 1000-1999:
Certificated Personnel Salaries
\$9,350,850

Estimated Actual
Expenditures

Certificated Teachers 1000-1999:
Certificated Personnel Salaries
General Fund – LCFF Base
\$9,815,089

Action 2

Planned
Actions/Services

Focused Professional Development and Parent Engagement:

Actual
Actions/Services

- A professional development (PD) calendar with data analysis focus was created to

Budgeted
Expenditures

Professional Development 5800:
Professional/Consulting Services

Estimated Actual
Expenditures

Professional Development 5800:
Professional/Consulting Services

- 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 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.

- provide monthly in-service/professional development to support implementation of CCSS.
- Staff provided feedback regarding PD/Monthly in-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.

And Operating Expenditures \$81,600

And Operating Expenditures Other \$47,827

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

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

Certificated Administrators 1000-1999: Certificated Personnel Salaries \$772,717

Estimated Actual Expenditures

Certificated Administrators 1000-1999: Certificated Personnel Salaries \$967,676

risk of dropping out or in danger of failing.

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>Already included in goal 0</p>	<p>Already included in goal 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 not meet our action plan to have at least 95% of the students participate in fall summative assessments, instead we had 78% 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.

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.

We plan to increase the Summative assessment from two times a year to three times a year to monitor students progress and provide intensive intervention to students as indicated by the assessment.

Additional PD to staff to educate parents regarding assessments and state requirements for 95% participation on the CAASPP assessment. 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 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%

17-18

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

17-18

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

Actual

The students are currently taking the assessment and we will know if we met the goal in July 2018. In 2017-2018, 78% 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, 38% of the students met or exceed standards on the CAASPP assessment in ELA. In Mathematics, 22% of the students met or exceed the standards.

Expected

Baseline
ELA 38%
Mathematic 18%

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

17-18
60% of the English Learners will increase one level of proficiency on the CELDT

Baseline
50%

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

17-18
10% of English learners will increase one level of proficiency on the CELDT annually

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

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

17-18
10% of EL students will demonstrate eligibility for reclassification

Baseline
16%

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

17-18
80% of all students will participate in Fall and Spring Summative Diagnostic assessments.

Actual

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.

The school reclassified 24% 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, 78% of the Inspire students participated in the Fall and Spring Summative assessments. We continue to educate families regarding the role of assessments in determining student progress toward grade level standards.

Expected

Actual

Baseline 75%
Metric/Indicator A professional development calendar will be created to include specific CCSS PD.
17-18 100% of the teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.
Baseline 100%

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

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing	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 inventions.	Certificated Personnel 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base \$1,179,610	Certificated Personnel 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base \$645,117

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement RTI model: Identify at-risk students Use RTI tiers to determine each student’s level of need 	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	See software costs listed in goal 1 action 4 Not Applicable Not Applicable 0	See software costs listed in goal 1 action 4 Not Applicable Not Applicable 0

Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes

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).

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 1100 salary costs listed in goal 1, action 1 Not Applicable Not Applicable 0</p>	<p>Included in 1100 salary costs listed in goal 1, action 1 Not Applicable Not Applicable</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"> • 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 	<ul style="list-style-type: none"> • The high school has increased courses from 133 courses in 2016-17 to 234 in 2017-18 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. <p>The teachers and counselors collect and review surveys of student interests for elective options for upcoming courses.</p>	<p>Included in 1100 salary costs listed in goal 1, action 1 Not Applicable Not Applicable 0</p>	<p>Included in 1100 salary costs listed in goal 1, action 1 Not Applicable Not Applicable 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 increasing student participation on benchmark assessment increased by 3% even with the increase in enrollment. 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 over 164 students. Inspire has continue to build pathways to support students to be college and career ready. Counselors along with HSTs monitor and track student progress according the Individual Graduation Plan of each high school student.

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 80% of the students participate in fall summative assessments, instead we had 78% 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 an 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 reorganziation. 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 increase the Summative assessment from two times a year to three times a year to monitor students progress and provide intensive intervention to students as indicated by the assessment. Additional PD to staff to engage with parents regarding assessments and state requirements for 95% participation on the CAASPP assessment. 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

Metric/Indicator

High School Graduation Rate

17-18

Increase high school cohort graduation rate to 37.8%

Baseline

27.8%

Actual

The graduation rate reported in Fall of 2017 on the Dashboard was 19.4%. The breakdown of the subgroups is indicated in the chart below. The high school students whom enrolled with Inspire were severely credit deficient. The first goal was to assist students to meet the high school graduation requirements by providing interventions and supports to pass courses. Inspire Charter School opened its doors in 2015-2016 school year and the students reflected in the chart below transferred into Inspire due to lack of success in other schools. The students enrolled with inspire came from number of opportunities schools, alternative schools and a few from traditional high schools.

Expected



Metric/Indicator

Increase the number of pupils taking Career Technical Education sequences or programs by 5%

17-18

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

Actual

Inspire Charter School - South (El Cajon, CA)
Dehesa Elementary
Graduation Indicator - Fall 2017

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2015-16 Graduation Rate	CHANGE - Difference between 2014-15 graduation rate and prior 3-year average	Number of 2015-16 cohort graduates	Total number of 2015-16 cohort students	Number of students who graduated in prior 3 years	Total number of students in prior 3 years	PRIOR STATUS 3-year graduation rate average
All Students	None	Very Low	*	19.4%	*	14	72	*	6	*
English Learners	None	Very Low	*	7.7%	*	1	13	*	2	*
Foster Youth	None	*	*	*	*	*	1	*	0	*
Homeless	None	*	*	*	*	*	10	*	1	*
Socioeconomically Disadvantaged	None	Very Low	*	17.2%	*	10	58	*	4	*
Students with Disabilities	None	*	*	*	*	*	6	*	0	*
African American	None	*	*	*	*	*	8	*	2	*
Asian	None	*	*	*	*	*	2	*	1	*
Hispanic	None	Very Low	*	9.8%	*	4	41	*	1	*
Two or More Races	None	*	*	*	*	*	3	*	0	*
White	None	Very Low	*	35.3%	*	6	17	*	2	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The used to calculate status and change.

Inspire adopted CTE courses from multiple different curricula and COEs to support students with CTE pathways. There are 25 different curricula options for students to choose CTE courses from, along with 59 County Offices of Education through out the state.

Expected

Baseline

New high school program and baseline will be established 2017-2018 school year.

Metric/Indicator

Increase the number of students successfully completing UC/CSU a-g courses.

17-18

Increase the number of students successfully completing UC/CSU a-g courses by 5%.

Baseline

40% 9th and 10th graders on track.

Metric/Indicator

Increase the number of students participating in the SAT /ACT/ PSAT to greater than previous year by 5%

17-18

Increase the number of students participating in the SAT/ACT/PSAT by 5%.

Baseline

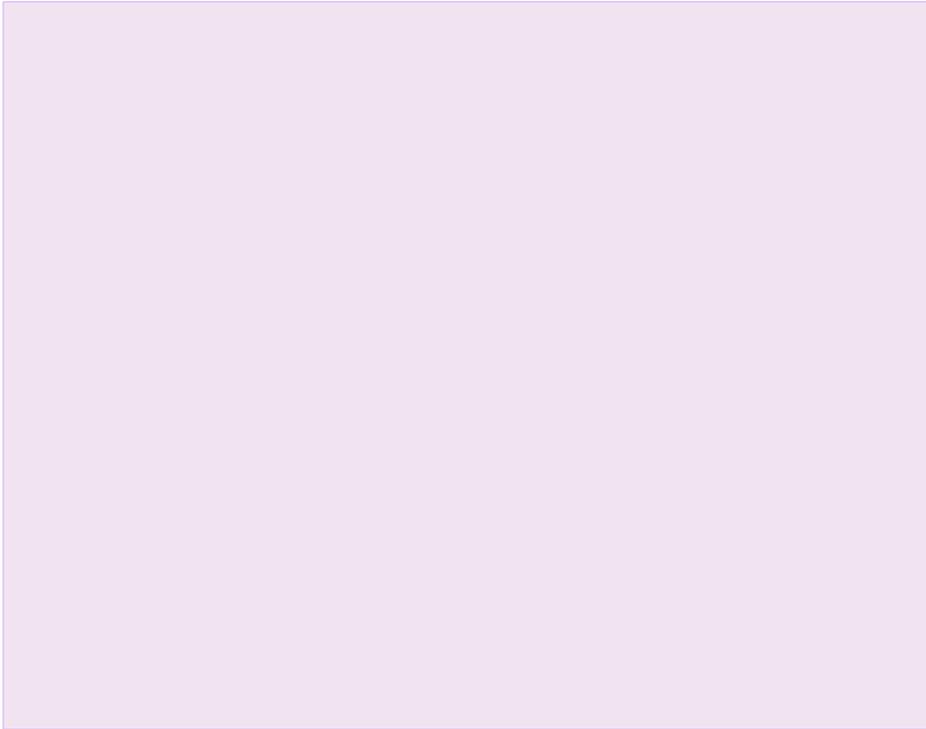
New high school program and baseline will be established 2017- 2018 school year.

Actual

Our student enrollment has doubled during this school year. The baseline will have to be adjusted with the new percentage due to increased enrollment. Currently 22% (92 out of 423 students) of the students are on track for a-g graduation. In 2016-2017, we had 72 students of which 28 were on track. Most of the families serviced by Inspire are home school parents. The parent prefer their students take community colleges with concurrently enrollment. We are attempting to collect the transcripts to reflect the true number of students who are college and career ready meeting a-g and CTE requirements. In addition, we continue to educate our students and parents of the importances of being enrolled in a-g courses. Most of the approved a-g courses offered thus far have been via Edgenuity and StrongMinds. We are submitting more courses to obtain additional approved courses via textbook to ensure students have more options than just online courses. We will update this section after the current year ends to capture accurate data regarding students on track for a-g by end of second semester.

The SAT student participation rate data is indicated in the chart. The data on DataQuest is from 2015-2016, which was the first year of the charter. The school had 66 seniors who were severely credit deficient upon enrollment with Inspire. Our first goal was to assist the students with making up credits to place them on graduation track.

Expected



Metric/Indicator

Increase the number of students passing AP tests with scores of 3 or higher by 5%

17-18

Increase the number of students passing AP tests with scores of 3 or higher by 5%.

Baseline

New high school program and baseline will be established 2017-2018 school year.

Actual

Select a Report, a Year, and a School

Report:

Year:

School:

[View a Report Prior to 2013-14](#)

[SAT Report Glossary](#)

[Downloadable Data Files](#)

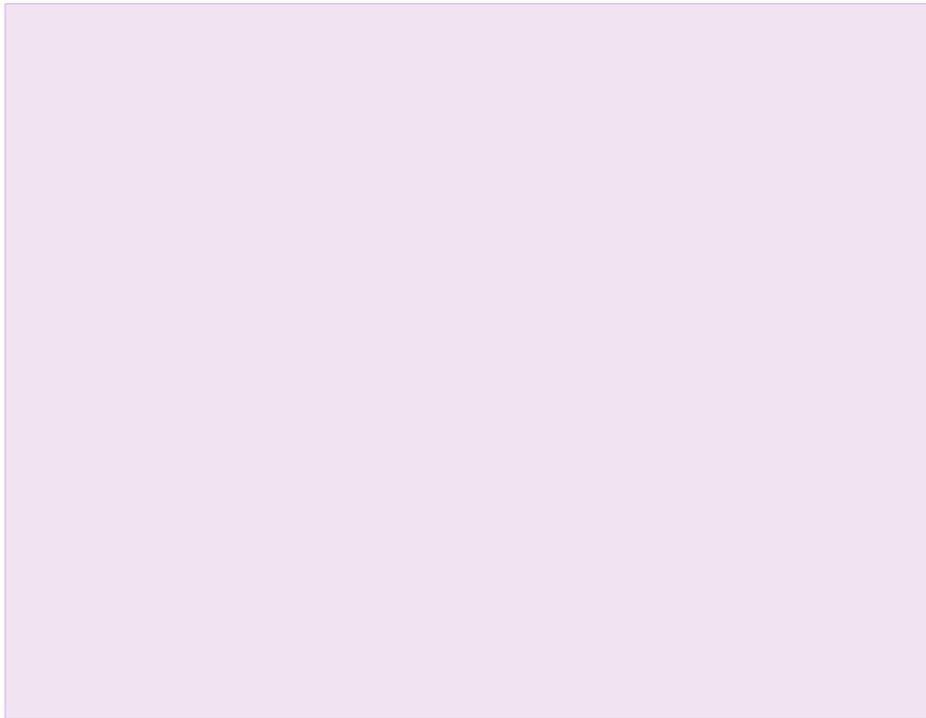
* To protect privacy, asterisks appear in place of test data when the number of exam takers is small.

Name	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math
Inspire Charter School - South	66	0	NA	NA
Dehesa Elementary	798	29	487	467
San Diego County	43,146	18,078	505	514
Statewide	492,835	214,262	484	494

** - In some cases the number of SAT test takers exceeds the number of students enrolled in the most recent SAT scores for grade twelve students regardless of when the test was taken. Statewide 2015 Fall Census Day (i.e., the first Wednesday in October).

Most of the families serviced by Inspire are home school parents. The parent prefer their students take community colleges with concurrently enrollment rather than enroll in online AP courses. We are attempting to collect the transcripts to reflect the true number of students who are college and career ready. In addition, we continue to educate our students and parents of the importances of being enrolled in AP courses. In 2017-2018, Inspire South offered 11 online AP course but only 6 students took advantage of the courses. The counselors are collecting college transcripts to determine how many of the high school students were enrolled in college courses and how many passed those courses. The AP exam results for 2015-2016 from DataQuest are indicated in the chart. This was the first year of Inspire Charter School South. The data indicates there were zero number of students who took the AP exam the first year of the charter.

Expected



Metric/Indicator

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

17-18

100% of the students received CA state standards aligned Instructional materials for core subjects.

Baseline

100%

Metric/Indicator

Decrease the high school cohort dropout rate by 10%

17-18

Decrease the high school cohort dropout rate to 41.4%

Baseline

51.4%

Actual

Select a Report, a Year, and a School

Report:

Year:

School:

[View a Report Prior to 2013-14](#)

[AP Report Glossary](#)

[Downloadable Data Files](#)

* To protect privacy, asterisks appear in place of test data when the number of exam

Name	Grades 10-12 Enrollment	Grade 12 Enrollment
Inspire Charter School - South	164	66
Dehesa Elementary	1,392	798
San Diego County	120,342	43,146
Statewide	1,453,807	492,835

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.

The cohort drop out rate for 2017-2018 has not been released on DataQuest. The adjusted one year dropout rate for grades 9-12 for 2015-2016 was 23.8%. There were a total of 56 students enrolled in grades 7-12 in 2015-2016.

Expected

Metric/Indicator

Decrease the middle school dropout rate.

17-18

Decrease middle school dropout rate.

Baseline

New action and Baseline data is pending

Actual

Inspire has been monitoring and tracking students who left inspire during their 7th and 8th grade school year to ensure they enroll with another school on CalPads. The one year adjusted dropout data on DataQuest is for the 2015-2016 school year. In 2015-2016, the DataQuest one year adjusted dropout data indicated we had three 7th graders and 4 8th graders dropout with 2 students re-enrolling (one in 7th and one in 8th grade). We currently have 1 students who we are assisting to enroll in school.

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	Inspire adopted CTE courses from multiple different curricula and COEs to support students with CTE pathways. There are 25 different curricula options for students to choose CTE courses from, along with 59 County Offices of Education through out the state.	Encumbered in certificated personnel costs in Goal 1 Not Applicable Not Applicable n/a	Encumbered in certificated personnel costs in Goal 1 Not Applicable Not Applicable n/a

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide all required classes for students within their selected High School course plans to ensure all students are prepared for their selected college/career pathway.	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.	included in certificated personnel costs in Goal 1 Not Applicable Not Applicable n/a	included in certificated personnel costs in Goal 1 Not Applicable Not Applicable n/a

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).	Encumbered in certificated personnel costs in Goal 1 Not Applicable Not Applicable n/a	Encumbered in certificated personnel costs in Goal 1 Not Applicable Not Applicable n/a

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Staff was provided extensive training to support students for their selected pathways. The high school structures and pathways were streamlined for clarity to staff and students. HSTs were trained	Encumbered in certificated personnel costs in Goal 1 Not Applicable Not Applicable n/a	Encumbered in certificated personnel costs in Goal 1 Not Applicable Not Applicable n/a

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 take community college courses with concurrently enrollment in high school rather than take an AP course. We are attempting to collect the transcripts to reflect the true number of students who are college and career ready meeting a-g and CTE requirements. In addition, we continue to educate our students and parents of the importances of being enrolled in a-g 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 articulated goal to create systems and structures that provide multiple pathways of personalized learning and to increase College and Career Readiness of our students and close the achievement gaps for all subgroups were met with mixed review. The school provided multiple pathways and personalized learning to increase College and Career Readiness for all students. This was the first year of the Inspire high school and grades 9-12 were open for enrollment. Most students who entered 12th grade at Inspire were severely credit deficient thus explains the low cohort graduation and dropout rate. Moving forward as inspire works with students who have been with the school since 9th grade will be on track to graduate college and career ready.

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

Based on the data from CDE, the school was in the red for cohort graduation and dropout rate. The reason for that results from allowing students severely high school credit deficient joined the school as seniors and not having sufficient time for credit recovery. Part of the actions for 2017-18 will include intensive supports and credit recovery for students who are credit deficient. The data indicates the need to closely monitor student progress toward graduation and student proficiency in CCSS. There is also 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 goal 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, cohort graduation rate, and a-g completion. Professional development opportunities will be provided to parents to support/improve student achievement. A campaign to encourage more students to participate in benchmark assessments. In addition, train staff on utilization of state interim benchmark assessment for timely feedback regarding student progress on CCSS.

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

Metric/Indicator

100% of students will have access to a computer

17-18

100% of students will have access to a computer

Baseline

100%

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

Actual

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.

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

Inspire's 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.

Inspire 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. Inspire 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. The image below is a screen grab from Google Analytics which shows our average active inspireschools.org website users per day, week, 14 days, and 28 days:



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
Facilitate student groups that promote collaboration and communication among students in person and online	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.	Books, Supplies, Special Activities and Field trips 4000-4999: Books And Supplies General Fund – LCFF Base \$514,289	Books, Supplies, Special Activities and Field trips 4000-4999: Books And Supplies General Fund – LCFF Base \$1,170,255

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	encumbered in goal 1 Not Applicable Not Applicable n/a	encumbered in goal 1 Not Applicable Not Applicable n/a

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hybrid high school courses will include project- based learning that incorporates technology, collaboration, and student communication skills	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.	encumbered in goal 1 Not Applicable Not Applicable n/a	encumbered in goal 1 Not Applicable Not Applicable n/a

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Enrichment Academy syllabi will include at least 1 student project presentation per term</p> <p>Utilize small group break-out activities in Blackboard web classroom sessions.</p>	<p>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 (San County Fair, STEM Fair).</p>	<p>encumbered in goal 1 Not Applicable Not Applicable n/a</p>	<p>encumbered in goal 1 Not Applicable Not Applicable</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.

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 data for assessments (SAT, AP) and Graduation rates have not been released. 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.

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.
- | May 30, 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 high school students based on data so we have created a plan for our high school administration and team to regularly look at graduation rate and implement project recovery. In addition, our focus continues to remain on building credit recovery courses and resources. The high school teachers provide over 175 sessions of office hours combined but few students cease the opportunity. We modified several 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, visual and performing arts classes, CTE options and concurrent enrollment opportunities for high school students. 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	378 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	121 activities		
Increase parent participation rate for the school climate survey by 10%.	222 surveys were returned	444 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%	TBD		
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)

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[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	\$9,167,500	\$9,350,850	\$9,537,867
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 2

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[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:

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

Unchanged Action

2018-19 Actions/Services

Focused Professional development and parent engagement:

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.

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.

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	\$80,000	\$81,600	\$83,232
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development

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
 [Add Students to be Served selection here]

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

All Schools
 [Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
 [Add Scope of Services selection here]

Location(s):

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

All Schools
 [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

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

2018-19 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

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.

likelihood of dropping out or in danger of failing.

likelihood of dropping out or in danger of failing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$757,566	\$772,717	\$788,172
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries Certificated Administrators

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)
 [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
 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

2018-19 Actions/Services

2019-20 Actions/Services

<p>Continue the use of Parent Portal:</p> <p>Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal</p> <p>Continue to engage parents in use of parent portal (demonstration sessions, how to guides)</p> <p>Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.</p>	<p>Continue the use of Parent Portal:</p> <p>Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal</p> <p>Continue to engage parents in use of parent portal (demonstration sessions, how to guides)</p> <p>Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.</p>	<p>Continue the use of Parent Portal:</p> <p>Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal</p> <p>Continue to engage parents in use of parent portal (demonstration sessions, how to guides)</p> <p>Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	Already included in goal	Already included in goal	Already included in goal

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%	ELA: 73.1 Math: 72.9	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	40%	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	24%			
10% of English learners will increase one level of proficiency on the ELPAC annually	50%	TBD		
At least 10% of EL students will demonstrate eligibility for reclassification	16%	23%		
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught.	75%	78%		
A professional development calendar will be created to include specific CCSS PD.	100% of teachers will engage in >15 hours of curriculum training and	100% of teachers engaged in PD		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	CCSS PD during the school year.			

Planned Actions / Services

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

Action 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))

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[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	\$1,156,480	\$1,179,610	\$1,203,202
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)

[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

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

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

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

Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes

Continue to Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes

Continue to Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See software costs listed in goal 1 action 4	See software costs listed in goal 1 action 4	See software costs listed in goal 1 action 4

Action 3

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))

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:

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

2018-19 Actions/Services

Identify, assess, and instruct English Language Learners:

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

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

ELD teacher to conduct designated EL instruction

Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.

2019-20 Actions/Services

Identify, assess, and instruct English Language Learners:

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

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

ELD teacher to conduct designated EL instruction

Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.

Budgeted Expenditures

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

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

Modified Action

Modified Action

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 Individualized Graduation

Plan (IGP) & conduct transcript audits
Continue to research CTE grants and develop CTE pathways

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 track, 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 track, conduct info sessions and orientations in personalized learning plans.

Budgeted Expenditures

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

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)

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
Increase High School Cohort graduation rate	27.8%	Data not released by CDE		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the number of students taking Career Technical Education sequences or programs	New high school program and baseline will be established 2017-2018 school year.	Data not released by CDE		
Increase high school students on track to graduate with A-G requirements fulfilled	40% 9th and 10th graders on track	21% of the students are on track to graduate meeting a-g requirements.		
Increase the number of students participating in the SAT /ACT/ PSAT.	New high school program and baseline will be established 2017-2018 school year.	Data not available on DataQuest		
Increase the number of students taking college level course through AP or with concurrent enrollment in community colleges.	New metric	New high school program and baseline will be established 2018-2019 school year.		
Maintain CA state standards-aligned instructional materials (text and e-text) sufficiency at 100% for all core subject areas	100%	100%		
Decrease the high school cohort dropout rate.	51.4%	Data not released by CDE		
Decrease the middle school dropout rate.	New action and Baseline data is pending	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

2017-18 Actions/Services

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

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

New Action

2018-19 Actions/Services

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

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

New Action

2019-20 Actions/Services

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

No additional expenses

No additional expenses

No additional expenses

Action 2

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional expenses	No additional expenses	No additional expenses

Action 3

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

Students to be Served:

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

Location(s):

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

All

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Schoolwide

[Add Scope of Services selection here]

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget

Reference

No additional expense

No additional expense

No additional expense

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% 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%		

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[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

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	\$514,289	\$524,575	\$535,067
Budget Reference	4000-4999: Books And Supplies Special Activities and fieldtrips	4000-4999: Books And Supplies Special Activities and fieldtrips	4000-4999: Books And Supplies Special Activities and fieldtrips

Action 2

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

Students to be Served:

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

Location(s):

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

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

New Action

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
Budget Reference	No additional expense	No additional expense	No additional expense

Action 3

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

Students to be Served:

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

Location(s):

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

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

Schoolwide
 [Add Scope of Services selection here]

All Schools
 [Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

New Action

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
Budget Reference	No additional expense	No additional expense	No additional expense

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,315,431

Percentage to Increase or Improve Services

4.59 %

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

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

The supplemental funds will be used to support the development and implementation of support services for English Learners (EL), Foster Youth and Low-Socio-Economic students charter-wide. Inspire Charter Schools recognizes the unique needs of low-income students, English Learners, and foster youth. In support of our foster youth, English Learners and at-risk students, we will provide support through our parent liaison and foster-homeless youth liaison. 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, Inspire Charter Schools 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 (Foster-Homeless Youth Liaison and 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

\$2,277,170

Percentage to Increase or Improve Services

4.38%

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), Foster Youth and Low-Socio-Economic students charter-wide. Target support will be provided to the subgroups. Dedicated staff members (Foster-Homeless Youth Liaison and 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. 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	11,899,066.00	12,645,964.00	11,675,835.00	11,909,352.00	12,147,540.00	35,732,727.00
	10,205,167.00	967,676.00	11,675,835.00	11,909,352.00	12,147,540.00	35,732,727.00
General Fund – LCFF Base	1,693,899.00	11,630,461.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	47,827.00	0.00	0.00	0.00	0.00

* 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	11,899,066.00	12,645,964.00	11,675,835.00	11,909,352.00	12,147,540.00	35,732,727.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	11,303,177.00	11,427,882.00	11,081,546.00	11,303,177.00	11,529,241.00	33,913,964.00
4000-4999: Books And Supplies	514,289.00	1,170,255.00	514,289.00	524,575.00	535,067.00	1,573,931.00
5800: Professional/Consulting Services And Operating Expenditures	81,600.00	47,827.00	80,000.00	81,600.00	83,232.00	244,832.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* 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	11,899,066.00	12,645,964.00	11,675,835.00	11,909,352.00	12,147,540.00	35,732,727.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		10,123,567.00	967,676.00	11,081,546.00	11,303,177.00	11,529,241.00	33,913,964.00
1000-1999: Certificated Personnel Salaries	General Fund – LCFF Base	1,179,610.00	10,460,206.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		0.00	0.00	514,289.00	524,575.00	535,067.00	1,573,931.00
4000-4999: Books And Supplies	General Fund – LCFF Base	514,289.00	1,170,255.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures		81,600.00	0.00	80,000.00	81,600.00	83,232.00	244,832.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	47,827.00	0.00	0.00	0.00	0.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* 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	10,205,167.00	10,830,592.00	10,005,066.00	10,205,167.00	10,409,271.00	30,619,504.00
Goal 2	1,179,610.00	645,117.00	1,156,480.00	1,179,610.00	1,203,202.00	3,539,292.00
Goal 4	514,289.00	1,170,255.00	514,289.00	524,575.00	535,067.00	1,573,931.00

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