

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Inspire School of Arts and Sciences		
Contact Name and Title	Jerry Crosby	Email and Phone	Jcrosby@chicousd.org

2017-20 Plan Summary

THE STORY

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

Inspire School of Arts and Sciences (Inspire), was designed to combine the best features of the Chico Unified School District's large, comprehensive high schools (including the range of academic and extracurricular opportunities) with the more personalized environment of a smaller high school. Inspire is a college-preparatory high school that complements the district's existing comprehensive high schools and alternative education programs. Inspire provides an exceptional opportunity for students in and around Chico to build a strong academic foundation and to discover the personal talents, skills, and interests that assure their success in postsecondary education and careers. Inspire focuses on students who are interested in pursuing greater knowledge and skill in both the arts and sciences. As such, there is a clear focus on creative thinking and project-based learning. Our students come primarily from the Chico area; however, we have a large number of students from the Paradise, Magalia and Oroville area with students traveling from as far away as Orland or Bangor.

Our student population is primarily white (76%) with a statistically significant Latino population (12.6%). Approximately 10% of our students are designated with identifiable learning disabilities, and an additional 5% are on 504 plans. 26% of our student population is socioeconomically disadvantaged. While we do not have a great diversity in ethnicity, we do have great diversity of interests, purposes and life styles. Our school is designed to serve students with divergent needs and interests. We pride ourselves on an individualized program, using our additional electives and our Advisory programs to support the specific needs and interests of each individual student.

LCAP HIGHLIGHTS

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

This year we have revised our LCAP goals, combining and refining them into three overarching goals with action groups. Our first goal is to **“Increase student readiness for college and/or careers through effective instructional practices and student supports.”** We will do this through specific goals in math and English, strong intervention plans, counseling and Advisories, and Professional Development. Our Second goal is to **“Enhance our programming through greater college connections, developing our CTE and enhancing our enrollment in and monitoring of majors programs on campus.”** We will do this through specific goals in college connections, CTE pathways, Majors coordination, and extra-curricular outreach. Our final goal is to **“Continue to build a culture of rigor, support, kindness and acceptance by including student and parent participation and input in decision making related to whole school and individual programs.”** We will do this through specific goals in culture and character building, increasing parent communication and involvement, and maintaining student safety and facilities.

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

Our greatest progress is in the expansion and monitoring of our CTE (Career Technical Education) and Majors Programs. Our total number of CTE participants grew from 378 in 2015-2016 to 417 in 2016-2017. At present we have only 11 students on campus who are not involved in CTE courses. The number of students who declared Majors grew to 139 in 2016-2017. We have held six meetings this year for Major Advisors and have begun tracking our students' GPAs by major for both juniors and seniors.

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

We received an “orange” indicator for our suspension rate. In 2013-14 our suspension rate was 2.4%; in 2014-15, our suspension rate increase to 3.2%. In response to the increase, we are evaluating the reasons for suspension, and have found a need to address substance use on campus. We have created a new Health Class for all freshmen that addresses stress, mental health and substance abuse. We are instituting SPORT and TUPE lessons/presentations in our Health classes, and have instituted a substance education program for students. We will also be working with local organizations and the college to bring more health services onto our campus.

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

There are only two indicators in the LCFF Evaluation Rubrics for our school: Suspension Rates and Graduation Rates. The Suspension rate was addressed above. There is no gap in performance. In fact, the “All Students” performance rate is the lowest. However, there is a 1.7% increase in the number of Socioeconomically disadvantaged students who are being suspended for a total of 4.9%. As stated above, on review, we feel that many of these suspension are related to student anxiety, stress or trauma and the use of substances to manage their condition. We will use a mental health and positive behavior intervention approach through a multi-tiered system to help students.

Our second indicator, Graduation Rate, has all groups and sub-groups in the highest indicator level.

INCREASED OR IMPROVED SERVICES

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

As previously stated, our students' academic performance is well above state, county and district levels. Our largest concern is with supporting the whole child by helping students manage stressors in their lives. This will allow us to increase student attendance for at-risk students and lessen our suspensions. We will do this through increased supports for mental/emotional needs of students.

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	\$4,424,414
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$200,849

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.

As an operational charter school, there are many expenditures from our general fund that are not delineated in our LCAP spending. For example, overall salaries and benefits, 3% oversight fees to the district, utilities, maintenance, office and administrative costs. There are also text and equipment costs both in new purchases and replacement costs and various programs to meet state requirements that are more general than those addressing our LCAP goals.

\$4,239,639	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-2017

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

<h2>Goal 1</h2>	#1. Improve the number of students college-ready by 3% each year through 2019 as based on California State University eligibility report.
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1

- SARC to show properly credential teachers (as designated through new state requirements) and facilities in good repair.
- Insure that 100% of all students have access to correct materials and/or textbooks.

Priority 2

- Maintain professional development and training for teachers pertaining to common core implementation for 90% of all teachers onsite.

Priority 3

- Improve the percentage of students by 3% per year who pass UC a-g coursework to ready them for a four-year university.

Priority 4

- Improve number of students college-ready on EAP exam in ELA by 2% per year through 2019.
- Improve number of students college-ready in Math on the EAP by 3% per year through 2019.
- Increase and enhance communication to all students about the opportunities they have in AP and Honors courses.

ACTUAL

Priority 1

- All full time faculty are credential teachers (as designated through new state requirements); two specialty faculty (guitar and ballet) are not fully credentialed; facilities are in good repair.
- Insure that 100% of all students have access to correct materials and/or textbooks.

Priority 2

- On site professional development is provided monthly and we have additional off-site professional development opportunities for teachers. We have provided 30 outside trainings for 15 staff members; and our teachers have attended on-site AfL professional training each month. On-site training includes peer classroom observations by all teachers.

Priority 3

- In the 2014-2015 school year we had a total of 85 graduates and 32 (37.6%) were a-g completers. In the 2015-2016 school year we had a total of 92 graduates and 40 (43%) were a-g completers. This indicated a +5% change in a-g completion rates.

Priority 4

- Maintain results from the school-wide writing performance assessment task and the SBAC 2014/2015 assessment that reflect student achievement at 95% above met or nearly met standard in ELA.
 - Increase met or nearly met standard in math by 3% each year through 2019.
- Priority 5
- Increase the number of students receiving a 3 or better on the School-wide Writing Assessment by 3% each year through 2019.

- In the 2014-2015 school year out of 43 students tested, 39.5% were college ready in ELA, and
 - As above, out of 75 students tested in math, 59.2% were college ready.
 - Counselors went to all 10th and 11th grade Advisories and discussed both PSAT and AP potential. Additional letters went out to all students after PSAT testing concerning their AP potential.
 - All students participated in the school-wide writing assessment, which was the same as the district-wide assessment this year allowing for increased cross-school information. 90% of students met or exceeded standards in ELA on the 2016 CAASPP testing.
 - 47% of students met or exceeded standards in Math on the 2016 CAASPP testing.
- Priority 5
- Comparable data was available for 10th and 11th grade students in the 2016 cohorts. 10th grade scores increased from an average of 2.2, to 2.6 a 10% increase in scores. 11th grade students increased from an average of 2.4 to 2.9, a 12.5% increase in scores.

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**

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Articulation and planning backwards from the EAP in 11th grade back through 9th grade English to better prepare students. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ The English department has met 3 to 4 times a month to plan backwards from the EAP in 11th grade back through 9th grade English to better prepare students.
<p>Expenditures</p>	<p>BUDGETED</p> <p>None: This is part of our collaboration time</p>	<p>ESTIMATED ACTUAL</p> <p>None: This was part of our collaboration time, and is required as part of teacher's general work.</p>

Action **2**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Integrating writing across the disciplines with attention to greater use of writing to enhance learning in the arts and sciences. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ There is continued writing across the disciplines with attention to greater use of writing to enhance learning in the arts and sciences.
Expenditures	<p>BUDGETED</p> <p>None: This is part of our overall curricular planning.</p>	<p>ESTIMATED ACTUAL</p> <p>None: This was part of our overall curricular planning.</p>

Action **3**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Continue with school-wide writing sample, refining prompt and rubric methodologies to better assess student needs. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ English teachers met and administered the district-wide writing sample so that they could have cross-site information as well as school-wide information for program assessment and improvement.
Expenditures	<p>BUDGETED</p> <p>\$500 (school-wide writing assessment)</p>	<p>ESTIMATED ACTUAL</p> <p>\$600</p>

Action **4**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Educate students about the benefits of honors and AP courses through counseling and advisory. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ Counselors went to all 10th and 11th grade Advisories and spoke to students about AP courses and opportunities. After taking the PSAT, the counselors sent letters to all students who were good AP candidates.
Expenditures	<p>BUDGETED</p> <p>\$13,000 (Additional .5 for a counselor position increase)</p>	<p>ESTIMATED ACTUAL</p> <p>\$22,938</p>

Action **5**

Actions/Services

PLANNED
 ➤ Check individual student plans at least twice per year and provide them academic counseling to become college ready for sophomores through seniors.

ACTUAL
 ➤ Counselors worked with Advisors to make sure all students had access to transcripts and were working on five year plans through their advisories. Counselors met with all students who received either Ds or Fs, and helped them develop individual plans for increasing their academic achievement and college readiness.

Expenditures

BUDGETED
 \$13,000
 Same budget as above (Action 4)
 (Additional .5 for a counselor position increase)

ESTIMATED ACTUAL
 \$22,938

Action **6**

Actions/Services

PLANNED
 ➤ Presentations in advisory to remind students of the conditions and requirements that must be met to be eligible for a four-year university. Structure advisory curriculum to prepare students at each grade level to plan carefully for graduation.

ACTUAL
 ➤ Counselors made presentations in all sophomore classes concerning UC and a-g eligibility. They also did a PSAT presentation for all students. Five year plan lessons through Advisories were held. The lessons discuss the differences between high school graduation eligibility and college admission and guide students in making informed decisions. These were held in 9th, 10th and 11th grade Advisories. Juniors also had university related rotations through Advisories, and Sophomores did a “College 101” two day lesson.

Expenditures

BUDGETED
 \$13,000
 Same budget as above (Actions 4 and 5)
 (Additional .5 for a counselor position increase)

ESTIMATED ACTUAL
 \$22,938

Action **7**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Continue to provide Math C daily for students who need additional support. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ Two sections of Math C were provided for students who need additional support. These classes serve 40 students—primarily 9th graders.
Expenditures	<p>BUDGETED</p> <p>\$1,000 (for development of math course.)</p>	<p>ESTIMATED ACTUAL</p> <p>None.</p>

Action **8**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Continue Short Intervention Plan for students with staff review and revision; expand the Progressive Intervention Plan to better meet the individual needs of struggling students. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ The Short Intervention Plan is continuing with weekly updates and responses; the progressive intervention Plan has been clarified and written charting is now used. Approximately 150 students have had individual meetings concerning their progress. If they do not respond to the individual meeting, then parents are contacted.
Expenditures	<p>BUDGETED</p> <p>\$8,000 (Intervention costs for maintaining SIP and PIP programs.)</p>	<p>ESTIMATED ACTUAL</p> <p>\$11,001</p>

Action **9**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Continue with the English Intervention, through lunch tutoring and a period off for continued monitoring of student success. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ We have continued with English 9 lunch tutorials. In the fall semester there were only 6 failing grades, and 15 “Ds” out of 129 students. This means that 84% of all 9th grade students are achieving a-g credit, and 96% are on track for graduation.
Expenditures	<p>BUDGETED</p> <p>\$25,000 (intervention costs for ELA intervention)</p>	<p>ESTIMATED ACTUAL</p> <p>\$11,054</p>

Action **10**

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Continue professional development for teachers still seeking HQ designation; continue professional development for all teachers to maintain rigorous and relevant instructional practices in classrooms. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ All teachers (accept for two specialty teachers) all have highly qualified status. Six teachers are in the process of acquiring their CTE credentials as well. We sent 15 out of 23 teachers to extended professional development. We held nine on-site professional development opportunities in a professional learning community method and all teachers (accept for two specialty teachers) participated.
<p>Expenditures</p>	<p>BUDGETED \$40,000 (\$30,000 in outside PD; \$10,000 in site PD)</p>	<p>ESTIMATED ACTUAL \$25,803</p>

Action **11**

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Continue information nights for parents regarding college requirements and applications. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ There were three senior parent nights: CUSD College and Career Night (9/13/2016); Senior Parent Nigh (9/28/2016); and Cash for College Night (10/12/2017). There was a Junior Parent Night (3/5/2017) and a Freshman Course Selection Night (3/29/2017). There were additional meeting for students throughout the school year.
<p>Expenditures</p>	<p>BUDGETED No costs.</p>	<p>ESTIMATED ACTUAL No costs.</p>

Action **12**

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Increase the number of students taking PSAT by 5% a year. Notify all students via mail of their AP Potential based on PSAT scores. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ Counselors sent out AP Potential letters to all students based on PSAT scores. In 2015 we had 56 students take the PSAT, and in 2016 we had 55 students take the PSAT. In the 2016-2017 school year we had 60 students take the PSAT. Therefore, we increased by 10%.
<p>Expenditures</p>	<p>BUDGETED No Cost: These actions are part of our overall program.</p>	<p>ESTIMATED ACTUAL No Cost: These actions are part of our overall program.</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 English department has met 3 to 4 times a month to plan backwards from the EAP in 11th grade back through 9th grade English to better prepare students and continue attention to student writing proficiency. Counselors worked through advisories to inform students about the benefits of honors and AP courses. All students maintain a five year plan that is created through Advisory and checked for each individual student; and the counselors have gone to all classes reviewing transcripts and college requirements. We are continuing our support for struggling math students through Math C, and see a need to implement a Math 1 Support class as well. Our intervention plan is being implemented with greater fidelity and written reporting. We also have continued with English 9 lunch tutorials. We have all core and most elective teachers with full and appropriate credentials and are expanding our CTE credentialed teacher pool. We have held five nights for parents to review and better understand transcripts, graduation requirements and college entrance requirements. There were three senior parent nights.

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

- In terms of interventions, approximately 150 students have had individual meetings concerning their progress. If they do not respond to the individual meeting, then parents are contacted.
- We have not seen a distinct change in academic achievement as seen through the number of students receiving Ds or Fs. However, we have seen a higher retention rate of students remaining enrolled in the school from each class.
- 90% of 11th grade students tested on the CAASPP testing either “exceeded” or “met” standard on the ELA testing, and 47% “exceeded” or “met” standards on the Math testing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some of our expected costs depended on the salary schedule of the employee who provided services. Therefore, expenses were estimated finding an average price for employees. Our professional development funds were left in reserve, but teachers did not need to use all the funds that were available for them. There were no other large differences in costs: the estimated total for the goal was \$87,500 and the amount spent was \$81,396.

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 will be combining this goal with goals three and four. This will allow us to simplify action foci and data analysis. We will be able to focus on core issues and needs and better track results of actions. Metrics will include: CAASPP scores in ELA and Math, AP Passing rates, EAP results, UC a-g completion, intervention data, dual enrollment completion, HQ teachers, instructional materials, and Common Core implementation. Actions will remain primarily the same, but will be grouped by service groups. For example, all actions that are supervised by counselors, will be grouped together, etc.

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

<h2 style="margin: 0;">Goal 2</h2>	<p>#2. Develop a CTE Master Plan with CTE programs in Arts Media and Entertainment and Engineering while enhancing our enrollment in and monitoring of 12 Majors programs on campus: Theatre, Technical Theatre, Musical Theatre, Engineering, Dance, Vocal Music, Science, Instrumental Music, Fine Art, Digital Media, Recording Arts and Humanities; increase the number of students enrolled in Major or CTE internships/mentorships.</p>
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<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>
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ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3

- Increase the percentage of students by 3% per year who pass UC a-g coursework to ready them for a four-year university through 2019. (See goal #1).

Priority 4

- Improve number of students college-ready on EAP exam in ELA by 2% per year through 2019.
- Improve number of students college-ready in Math on the EAP by 3% per year through 2019.
- Maintain results from the school-wide writing performance assessment task and the SBAC 2014/2015 assessment that reflect student achievement with 95% scoring above, met or nearly met standard in ELA.
- Increase percentage of students at “met or nearly met” standard in math by 3% each year through 2019.

Priority 5

- Determine a baseline for the number of students completing a CTE pathway through year 2018. Increase the number of students enrolled in and completing a CTE pathway by 5% each year through 2019.
- Continue longitudinal data for number of students in majors by creating baseline data in 2015-2016; increase the number of students enrolled in majors by 5% each year through 2019.

ACTUAL

Priority 3

- Increased the percentage of students by who pass UC a-g coursework from 37/6% in 2014-2015 to 43% in 2015-2016, an increase of 5%. (See goal #1).

Priority 4

- In the 2014-2015 school year out of 43 students tested, 39.5% were college ready in ELA, and
- As above, out of 75 students tested in math, 59.2% were college ready.
- All students participated in the school-wide writing assessment, which was the same as the district-wide assessment this year allowing for increased cross-school information. 90% of students met or exceeded standards in ELA on the 2016 CAASPP testing.
- 47% of students met or exceeded standards in Math on the 2016 CAASPP testing. This was NOT a 3% increase.

Priority 5

- The baseline number of students completing a CTE pathway will not be known until the end of 2017. However, students completed their coursework, and several students also included a capstone project. We presently have 417 students enrolled in CTE courses, and 52 in capstone courses this year.
- We did not establish baseline data in 2015-2016. We are not maintaining

- Student surveys to determine motivation.
- Create longitudinal data for student grade point average in majors by creating baseline data in 2015-2016; increase the number of students receiving above a 3.0 in majors by 3% each year through 2019.
- As part of the Majors planning, have quarterly meeting times calendared for each year in advance, with a meeting with major coordinator/advisor for each student between meetings. Maintain calendar and meeting schedule through 2019.
- Create longitudinal data and forms for tracking student participation and achievement in majors by the end of the 2016-2017 school year; review and refine forms and data collection processes through 2019.

Priority 6

- Maintain a graduation rate above 97% through year 2019.
- Increase attendance by 2% each year through year 2019.

data for students in Majors. At present we have 139 students total who have declared a major; there are 53 science or engineering majors, 12 Humanities majors and 74 students in visual or performing arts majors.

- Students were surveyed regarding the new grading policy and how it affected school work and motivation. There were very mixed results. At this time there is no hard data either supporting or objecting to the new policy.
- Baseline data for GPAs in majors was formulated in the 2016-2017 school year. GPA was tracked for each major, and for seniors GPAs ranged from lowest, 3.18 in Instrumental Music to highest 3.92 in science. For Juniors, the lowest major GPA was in Dance with 2.79 and the highest was in Musical Theater with 3.71. The number of students receiving 3.0 was not calculated, only averages were calculated.
- Majors Meetings have been held regularly throughout the year—more often than quarterly. There will be a total of 6 meetings by the end of the 2016-2017 school year. The major Coordinator meets daily with various students to help track their progress towards completion of the major. Majors Meetings are now scheduled regularly on the school-wide calendar available to all staff.
- Longitudinal data and tracking forms are now in place allowing students to track their own progress as well as gathering and organizing critical information for the coordinator and Majors Advisors.

Priority 6

- In 2014-2105 school year our graduation rate was 98.8%. In the 2015-2016 school year our graduation rate was 98%.
- Our attendance rates have remained fairly stable. The attendance rate for 2014-15 was 94.9%; for 2015-16 it was 95.3%; for 2016-2017 it is at 94.7%. (Not all attendance is in yet.)

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

- Establish CTE pathways for Engineering, Recording Arts, Technical Theatre, Vocal Music, Dance, Musical Theatre, Theatre, Instrumental Music, Digital Art and Art.
 - a. Help establish Inspire's role in the new Explorer's Faire in the BCOE career day plan.
 - b. Procure mentors from industry and educational partners in the arts and sciences.
 - c. Pursue and continue to formalize the relationship with CSU, Chico's Society for Women Engineers.
 - d. Establish sections for capstone courses.

ACTUAL

- We now have all pathways: Engineering, Recording Arts, Technical Theatre, Vocal Music, Dan, Musical Theatre, Theatre, Instrumental Music, Digital Art and Art.
 - a. Inspire had 3 booths at the Explorer's Faire, and volunteer students helping at the event. Over 500 K-8th grade students attended.
 - b. We have NOT created mentors from industry in the arts and sciences.
 - c. We have an ongoing relationship with CSUC's Society for Women's Engineers. This organization has been combined with Science Ambassadors and is very active on campus.
 - d. We had one capstone course in 2015-2016, we now have 6 capstone courses with 52 students enrolled.

Expenditures

BUDGETED
 CTE Coordinator: \$17,200
 Sub. Costs: \$5,000
 Lesson planning: \$5,700
 Advisory meetings: \$1,000
 (Total: \$28,900)

ESTIMATED ACTUAL
 CTE Coordinator: \$14,527
 Sub Costs: \$1,496
 Lesson Planning: \$1,000
 Advisory Meetings: \$1,000
 (Total: \$18,023)

Action **2**

Actions/Services

PLANNED

- Creation of a Majors coordinator position which will:
 - a. Articulate next steps for all 12 majors, 9 of which are arts education related.
 - b. Determine meeting times for advisors and committees. (2 meetings per year with advisors.)
 - c. Maintain longitudinal data on students involved in majors.
 - d. Counsel and inform students of major information and advantages.

ACTUAL

- We created a Majors Coordinator who:
 - a. Has created meetings, forms and processes for all majors helping both advisors and students to stay on track for next steps for students and for the advisors.
 - b. There have been three Major Advisor Meetings already, with three more scheduled for the year.
 - c. The Major Coordinator is maintaining student data and forms for all students in majors. We now have 139 students enrolled in majors: approximately 1/3 of our student population.

e. Review 5-year plans with advisors. Work with advisors to arrange speakers and visitations with colleges and universities.

d. The Major Coordinator meets with students individually and in small groups to maintain student data and encourage decision-making.
 e. Majors are addressed in the 5-year plan. Speakers from career and college communities are invited often to school; however, they speak to whole groups and not just students in majors.

Expenditures

BUDGETED
 \$2,500
 (Major Coordinator)

ESTIMATED ACTUAL
 \$2,500

Action **3**

Actions/Services

PLANNED
 ➤ Research grants that will apply to additional capstone and majors courses, or other revenue streams.

ACTUAL
 ➤ We applied for and received the CTEIG grant for \$94,000 to continue to expand our CTE offerings and help train CTE teachers.

Expenditures

BUDGETED
 \$10,883
 (grant writing release period)

ESTIMATED ACTUAL
 \$8,716

Action **4**

Actions/Services

PLANNED
 ➤ Write articulation agreements with Butte Community College.

ACTUAL
 ➤ We now have six articulated classes with Butte College which will count toward the college and career readiness indicator on the state Dashboard. Three are in instrumental music and three are in digital arts. We are looking to continue to expand our offerings.

Expenditures

BUDGETED
 No costs: This will be an administrative and registrar duty included in regular services.

ESTIMATED ACTUAL
 No costs: This will be an administrative and registrar duty included in regular services.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have committed both resources and time to the creation of CTE Pathways and formalizing the Majors on campus. We have CTE Councils, a CTE Coordinator and a Majors Coordinator. We have implemented all components with the exception of internships and mentorships. This is a continued need for growth. We have a new tracking program for Majors that has formalized the coursework and expectations and is running smoothly. We have augmented our CTE grants with a successful CTEIG grant, and have five teachers working towards CTE credentialing. We continue to work with Butte College on Articulated Courses and hope to expand to Dual Enrollment Courses as well.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of both the CTE and Majors programs have been profound. The majority of students in the school are now involved in one or the other and have a better sense of choice and outcome in their coursework. This has given a sense of purpose to both students and teachers, and is energizing the conversation for the greater inclusion of the community.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Some of our expected costs depended on the salary schedule of the employee who provided services. Therefore, expenses were estimated finding an average price for employees. Our funds for lesson plan development and substitute costs for planning were left in reserve, but teachers did not need to use all the funds that were available for them. There were no other large differences in costs: the estimated total for the goal was \$42,283 and the amount spent was \$29,239.
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 only intended change is that we will not be offering specific career or college speakers to only CTE or Majors students. We want to make sure that all students have access to information, and that we are giving all the opportunity to join either a Major or CTE pathway. We will be changing our metrics to include: Number of CTE Completers, Number of CTE Participants, Number of Major Completers, Number of Major Participants, Number of students completing college credits through articulated courses or dual enrollment courses.

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	To move the focus in student achievement to reflect the deeper and more critical thinking required in Common Core Standards with an emphasis on the Arts and Sciences.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

- Priority 1
- SARC to show properly credentialed teachers, student access to instructional materials and facilities in good repair.
- Priority 2
- To continue ongoing site professional development with 95% attendance of all teachers at all meetings.
 - Maintain results from the school-wide writing performance assessment task and the SBAC 2014/2015 assessment that reflect student percentages above 95% who scored above, met or nearly met standard in ELA.
 - Increase met or nearly met standard in math by 3% each year through 2019.
 - Compile classroom handouts, syllabi, student tasks, examples of student work that show direct alignment with standards from all disciplines.
 - Have all teacher syllabi on file for review and data purposes.
- Priority 3
- Establish enrollment data for CTE and majors programs to determine levels of student engagement. (See goal #2).
- Priority 5
- Maintain at least one full drama and one full musical production each year, with multiple showcases in all areas of Visual and Performing Arts.

- Priority 1
- All teachers except for two single class teachers are properly credentialed for their subject area. Guitar and ballet/dance or taught by community professionals. We also have teachers working towards a Health Credential for the instruction of health. All students have access to all needed instructional materials. According to the FIT report, the buildings are in "fair" condition. Any changes mandated by the report have been addressed. Changes were primarily in storage of equipment and chemicals, and the electrical connections for equipment and devices (no "daisy chaining").
- Priority 2
- Site Professional Development (AfL) meetings were held in 9/6, 10/18, 11/29, 1/17, 2/14, 4/11, and 5/2. Methods for tracking attendance will be instituted in the 2017-2018 school year. However, all full time staff members did attend meetings overall, with a few absences due to prior commitments, illness or other familial concerns.
 - All students participated in the school-wide writing assessment, which was the same as the district-wide assessment this year allowing for increased cross school information. Comparable data was available for

- Have at least 3 competitive science/engineering opportunities available to students throughout the year.

Priority 6

- Maintain a graduation rate above 97% through year 2019.
- Increase attendance by 2% each year through year 2019.

10th and 11th grade students in the 2016 cohorts. 10th grade scores increased from an average of 2.2, to 2.6 a 10% increase in scores. 11th grade students increased from an average of 2.4 to 2.9, a 12.5% increase in scores. 90% of students met or exceeded standards in ELA on the 2016 CAASPP testing.

- 47% of students met or exceeded standards in Math on the 2016 CAASPP testing.
- We did not establish a central compilation of syllabi, student task, or examples of student work. Teachers maintain files on their own.

Priority 3

- The baseline number of students completing a CTE pathway will not be known until the end of 2017. However, students completed their coursework, and several students also included a capstone project. We presently have 417 students enrolled in CTE courses, and 52 in capstone courses this year.
- We did not establish baseline data in 2015-2016. We are not maintaining data for students in Majors. At present we have 139 students total who have declared a major; there are 53 science or engineering majors, 12 Humanities majors and 74 students in visual or performing arts majors.

Priority 5

- We have put on 1 reading, 2 plays and 1 full musical this year; The full Inspire Gala; 8 choral performances (including in-school performances, showcases and holiday community events); 2 instrumental performances; 1 film/video festival; 1 dance showcase; 1 musical theater showcase; 1 talent show; Incendio (poetry reading); 8 on-site performance venues (such as: assemblies, or Day on the Purple); and several other opportunities for community participation (such as: the Light Parade, Explorer's Fair, Pioneer Day Parade, Run to Inspire, Dance Chico, etc.)
- Students this year have competed in the PGE Solar Suitcase Competition, the local Science Fair Competition and the local Robotics competitions. They were also involved in the SWE Imagineer Day, and seniors gave presentations at the first annual STEM Showcase. In addition, various courses included visits/field trips/presentations/exhibits for the classes in which they went to Butte College, CSU, Chico and the larger community for events such as: Cadaver viewing, High School Chemistry Day, Environmental Sustainability Conference, Sierra Nevada Microbiology Lab, Idea Fab La, Manufacturing Conference and Hacker High mentorship.

Priority 6

- In 2014-2105 school year our graduation rate was 98.8%. In the 2015-2016 school year our graduation rate was 98%.
- Our attendance rates have remained fairly stable. The attendance rate for 2014-15 was 94.9%; for 2015-16 it was 95.3%; for 2016-2017 it is at 94.7%. (Not all attendance is in yet.)

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>➤ Teachers in all disciplines will continue to develop and refine units, lessons and common assessments to reflect and implement the new Common Core standards.</p>	<p>ACTUAL</p> <p>➤ Teachers meet together on Friday afternoon for Collaboration during which they share student outcomes, set department or Advisory goals, refine units and instruction and create common assessments. Their work is all aligned to the new CCSS.</p>
Expenditures	<p>BUDGETED</p> <p>No costs: This is part of regularly apportioned teacher duties.</p>	<p>ESTIMATED ACTUAL</p> <p>No costs: This is part of regularly apportioned teacher duties.</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>➤ Continue with site-based professional development to include instructional practice in AfL, ABEO, Understanding by Design and Interdisciplinary, project-based units.</p>	<p>ACTUAL</p> <p>➤ Site Professional Development (AfL) meetings were held in 9/6, 10/18, 11/29, 1/17, 2/14, 4/11, and 5/2. the on-site PD has become more narrowly focused on AfL instruction, and for the second half of the 2016-2017 school year, teachers also focused on grading practices as related to student engagement and authentic assessment.</p>
Expenditures	<p>BUDGETED</p> <p>\$10,000 (See budgeted amount in Goal 1 as well)</p>	<p>ESTIMATED ACTUAL</p> <p>\$10,000</p>

Action **3**

Actions/Services

PLANNED

- Attend Common Core Workshops with BCOE, CUSD and professional developers outside Chico in the academic core and elective core with an emphasis on the arts and sciences.

ACTUAL

- Various teachers, counselors and administrative staff have attended outside professional development. Overall, there were 16 staff members attending 32 various trainings outside of the Chico area. In addition, staff was able to access all CUSD and BCOE training. Trainings specific to academic and elective core instruction included: Arts and STEAM integration, Theater and Musical Theater training, World Languages, Arts School Network, Pro Tools Fundamentals, National Science Conference, and Yearbook training.

Expenditures

BUDGETED
 \$28,000
 (See budgeted amount in Goal 1 as well)

ESTIMATED ACTUAL
 \$25,803

Action **4**

Actions/Services

PLANNED

- Continue with additional focus on arts and sciences beyond the classroom through exhibitions and competitions to enrich student engagement and experience.

ACTUAL

- Students this year have competed in the PGE Solar Suitcase Competition, the local Science Fair Competition and the local Robotics competitions. They were also involved in the SWE Imagineer Day, and seniors gave presentations at the first annual STEM Showcase. In addition, various courses included visits/field trips/presentations/exhibits for the classes in which they went to Butte College, CSU, Chico and the larger community for events such as: Cadaver viewing, High School Chemistry Day, Environmental Sustainability Conference, Sierra Nevada Microbiology Lab, Idea Fab La, Manufacturing Conference and Hacker High mentorship.
- We have put on 1 reading, 2 plays and 1 full musical this year; The full Inspire Gala; 8 choral performances (including in-school performances, showcases and holiday community events); 2 instrumental performances; 1 film/video festival; 1 dance showcase; 1 musical theater showcase; 1 talent show; Incendio (poetry reading); 8 on-site

performance venues (such as: assemblies, or Day on the Purple); and several other opportunities for community participation (such as: the Light Parade, Explorer's Fair, Pioneer Day Parade, Run to Inspire, Dance Chico, etc.)

BUDGETED
 \$12,000
 (performance stipends)
 \$1,000
 (general VAPA costs for support)
 \$1,000
 (competition costs)
 Total: \$14,000
 *corrected from 2016-2017 LCAP document.

ESTIMATED ACTUAL
 \$11,500
 \$1,000
 \$600
 Total: \$13,100

Expenditures

Action **5**

PLANNED
 ➤ Have the Majors' Coordinator and CTE lead(s) maintain data on student involvement in programs (See Goal #2 for more detailed actions.)

ACTUAL
 ➤ Majors and CTE Meetings have been held regularly throughout the year. The major Coordinator meets daily with various students to help track their progress towards completion of the major. Majors Meetings are now scheduled regularly on the school-wide calendar available to all staff. CTE leads are working primarily with capstone students, and are working on continued development of CTE coursework and on CTE credentialing, particularly in VAPA.
 ➤ Longitudinal data and tracking forms are now in place allowing students to track their own progress as well as gathering and organizing critical information for the coordinator and Majors Advisors.

Actions/Services

BUDGETED
 From Goal #2:
 \$17,200
 (CTE Coordinator)
 \$5,000
 (Sub. Costs)
 \$5,700
 (Lesson planning)
 \$2,500
 (Major Coordinator)

ESTIMATED ACTUAL
 \$14,527
 \$1,496
 \$1,000
 \$2,500

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

While teachers continue to create units and syllabi, we still do not have a central location for storing and assessing programs. This needs to be a priority. Professional Development continues to thrive both on and off site. Most of staff are actively involved in some form of PD based in individual needs and goals. There is a continued emphasis on arts and science education, and on collaborative lesson planning. Majors and CTE programs are being more formalized and students are engaged in the coursework.

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

Overall, we have implemented all our actions in this area, and the outcomes have been beyond our expectations. We have a continued concern with attendance rates, and would like them to reach at least 97%. However, student outcomes through CAASPP and local assessment show high levels of engagement and achievement. Further, we have approximately ½ of our students involved in extra-curricular activities connected to sciences and the arts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In general our targeted costs were accurate. This is primarily due to the costs being stipends that were not subject to changes based on employee or contracted fees. In addition, the competition costs were based on prior cost evaluations. The only difference in costs occurred because one prior club did not choose to compete this year, thus changing costs. Our overall estimated spending for this goal was \$14,000 and we spend \$13,100.

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 will be combining this goal with goals one and four. This will allow us to simplify action foci and data analysis. We will be able to focus on core issues and needs and better track results of actions. Metrics will include: CAASPP scores in ELA and Math, AP Passing rates, EAP results, UC a-g completion, intervention data, dual enrollment completion, HQ teachers, instructional materials, and Common Core implementation. Actions will remain primarily the same, but will be grouped by service groups. For example, all actions that are supervised by counselors, will be grouped together, etc.

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	Maintain high levels of proficiency in all standardized assessment measures.
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State and/or Local Priorities Addressed by this goal:

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

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Priority 1
- SARC to show properly credentialed teachers, student access to instructional materials and facilities in good repair.
- Priority 2
- Professional development and training for teachers pertaining to common core implementation: with a focus on math professional development for the entire department.
 - Increase percent of students meeting or exceeding overall standards in ELA by 1% per year through 2019.
 - Increase percent of students meeting or exceeding overall standards in math by 3% per year through 2019.
 - Completion of common assessments developed for Math 1, 2 and 3.
 - Syllabi or UC a-g descriptions for new classes.
- Priority 3
- Increase the number of students enrolled in upper division math courses by 3% per year through 2019.
 - Create articulated and dual enrollment classes in ELA for junior and senior students.
- Priority 4
- In Math increase from the following percentages of nearly/at/above standard in the following areas by 3% a year through 2019.

ACTUAL

- Priority 1
- All teachers except for two single class teachers are properly credentialed for their subject area. Guitar and ballet/dance or taught by community professionals. We also have teachers working towards a Health Credential for the instruction of health. All students have access to all needed instructional materials. According to the FIT report, the buildings are in "fair" condition. Any changes mandated by the report have been addressed. Changes were primarily in storage of equipment and chemicals, and the electrical connections for equipment and devices (no "daisy chaining").
- Priority 2
- Site Professional Development (AFL) meetings were held in 9/6, 10/18, 11/29, 1/17, 2/14, 4/11, and 5/2. Methods for tracking attendance will be instituted in the 2017-2018 school year. However, all full time staff members did attend meetings overall, with a few absences due to prior commitments, illness or other familial concerns. Various teachers, counselors and administrative staff have attended outside professional development. Overall, there were 16 staff members attending 32 various trainings outside of the Chico area. In addition, staff was able to access all CUSD and BCOE training. Trainings specific to academic and elective core instruction included: Arts and STEAM integration, Theater and

- Concepts and Procedures: 77%
- Problem Solving: 90% (Increase 1% a year through 2019)
- Communicating Reasoning: 77%

- Increase the number of students completing a-g completion by 3% per year through 2019.

Priority 5

- Improve number of students college ready on EAP exam in ELA by 2% per year through 2019.
- Improve number of students college ready in Math on the EAP by 3% per year through 2019.

Priority 6

- Maintain average rate of graduation at or above 97%.

Priority 7

- Create parent meeting(s) to explain a-g, and the new CAASPP testing and to promote parent support for student academic achievement. Begin with at least 20% of all parents attending with an increase of 5% a year through 2019.

Musical Theater training, World Languages, Arts School Network, Pro Tools Fundamentals, National Science Conference, and Yearbook training. Math attended a one day Professional Development training off-site this year.

- 90% of students met or exceeded standards in ELA on the 2016 CAASPP testing as compared to 92% in 2015.
- 47% of students met or exceeded standards in Math on the 2016 CAASPP testing as compared to 49% in 2015. This was NOT a 3% increase.
- Common assessments are complete for Math 1 and 2. Math 3 still needs to be completed.
- New courses were created for AP Music Theory and AP Physics. Course syllabi are completed, and a-g accreditation is in process.

Priority 3

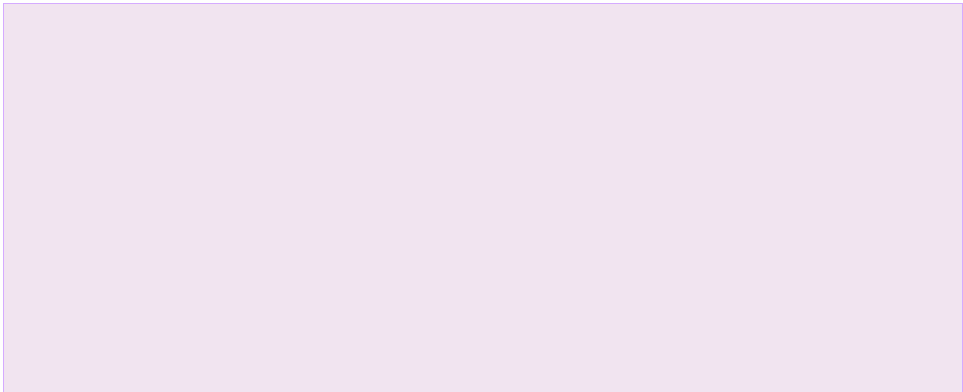
- Enrollment in Math III increased from 2015-16 to 2016-17, moving from 56 to 62 for a 10% increase. Enrollment in Math Analysis dropped from 2015-16 to 2016-17, moving from 34 to 16 for a 53% decrease. (This was due to instructional concerns in Math II which have been addressed.) Enrollment in AP Statistics also decreased from 2015-16 to 2016-17, moving from 11 to 7 for a 37% decrease. (Due to the same cause as above.) Enrollment in AP Calculus increased from 2015-16 to 2016-17, moving from 17 to 19 for a 10% increase. Overall, enrollment in upper division math courses decreased in 2016-17, moving from 118 down to 104. This was a 12% decrease in enrollment overall.
- Discussions with Butte College concerning dual enrollment met with barriers from Butte College; we are still waiting for their input.

Priority 4

- In Math only one area achieved 3% or higher: Communicating reasoning.
 - Concepts and Procedures: 2015 = 77%; 2016 = 69%
 - Problem Solving: 2015 = 90%; 2016 = 83%
 - Communicating Reasoning: 2015 = 77%; 84%
- In 2014-15, 32 out of 84 students completed a-g for 38%; in 2015-2016 40 out of 92 students completed a-g for 43%: an increase of 5%..

Priority 5

- The number of students who scored “standard exceeded” and were designated College Ready in ELA on the CAASPP test in 2015 was 54%; the number in 2016 was also 54%.
- The number of students who scored “standard exceeded” and were designated College Ready in math on the CAASPP test in 2015 was 10%;



the number in 2016 was 24%.

Priority 6

- In 2014-2105 school year our graduation rate was 98.8%. In the 2015-2016 school year our graduation rate was 98%.

Priority 7

- There were three senior parent nights: CUSD College and Career Night (9/13/2016); Senior Parent Nigh (9/28/2016); and Cash for College Night (10/12/2017). There was a Junior Parent Night (3/5/2017) and a Freshman Course Selection Night (3/29/2017). There were additional meeting for students throughout the school year.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Create and maintain common assessments in Math 1, 2, and 3. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ Math 1 was taught by one teacher using previously created assessments. Math 2 has used common assessments, as well as common unit exams. Math 3 is still working on the process. The idea is to have a common assessment twice a year for each class. The assessments are somewhat short. They shouldn't take our entire 80 minute period. They are not multiple choice. They involve writing and critical thinking and then we score them on a very specific rubric.
Expenditures	<p>BUDGETED</p> <p>No costs: This is part of collaboration costs built into the teacher contract.</p>	<p>ESTIMATED ACTUAL</p> <p>No costs: This is part of collaboration costs built into the teacher contract.</p>

Action **2**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Create and maintain a common writing assignment for schoolwide assessment and administered and reviewed through ELA. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ The common assessment was administered school-wide, in conjunction with the CUSD district-wide assessment. Teachers met, scored and
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discussed student outcomes.

Expenditures

BUDGETED

\$600
(ELA Stipends)

ESTIMATED ACTUAL

\$600

Action **3**

Actions/Services

PLANNED

➤ Maintain professional development for ELA and math teachers. (See Goal #3 for more detailed information.)

ACTUAL

- Teachers met together on Friday afternoon goals, refined units and instruction and created common assessments. Their work is all aligned to the new CCSS.
- Math teachers attended an outside professional development day.

Expenditures

BUDGETED

\$28,000
(See budgeted amount in Goal 1 and 3 as well)

ESTIMATED ACTUAL

\$25,803

Action **4**

Actions/Services

PLANNED

➤ Create parent evenings in which a-g, CAASPP, dual enrollment and other assessments are reviewed and explained.

ACTUAL

➤ There were three senior parent nights: CUSD College and Career Night (9/13/2016); Senior Parent Nigh (9/28/2016); and Cash for College Night (10/12/2017). There was a Junior Parent Night (3/5/2017) and a Freshman Course Selection Night (3/29/2017). There were additional meeting for students throughout the school year.

Expenditures

BUDGETED

\$200
(Parent Information Nights)

ESTIMATED ACTUAL

\$65

Action

5

Actions/Services

PLANNED

- Refine and revise 5-year plans.

ACTUAL

- 5 year plans were created for all students. Plans were refined to include majors into the plans.

Expenditures

BUDGETED

No costs: This is part of the regular counseling and Advisory work, and is not an additional cost.

ESTIMATED ACTUAL

No costs: This is part of the regular counseling and Advisory work, and is not an additional cost.

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We are continuing to work on our math curriculum, insuring that we create common assessments through Integrated Math III and that instructional practices are the best possible. The site-wide ELA assessment was administered and discussions were help to determine next steps in ELA instruction. Our professional development program continues to thrive and most teachers (with only a few exceptions) have participated in significant professional development during the year. We held five parent education nights as well as four “Coffee with the Principal” meetings to inform parents and gather information. Five year plans were completed for all students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, we have been able to engage parents more this year in planning and feedback. Our math curriculum was affected by some poor instructional practices that were addressed, and we are now seeing improvement again in student outcomes. We need to finish common assessments at the Math III level. Our professional development continues strong.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between budgeted expenditures and estimated actual expenditures. The budgeted amount for this goal was \$800 and the estimated actual was \$665.
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 will be combining this goal with goals one and three. This will allow us to simplify action foci and data analysis. We will be able to focus on core issues and needs and better track results of actions. Metrics will include: CAASPP scores in ELA and Math, AP Passing rates, EAP results, UC a-g completion, intervention data, dual enrollment completion, HQ teachers, instructional materials, and Common Core implementation. Actions will remain primarily the same, but will be grouped by service groups. For example, all actions that are supervised by counselors, will be grouped together, etc.

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Continue to build a culture of rigor, support, kindness and acceptance by including more student and parent participation and input in decision making related to whole school and individual programs.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 7

- Increase the participation in Foundation work by 5 to 6 members a year through 2019.
- Create two support groups a year to support students' emotional/mental needs as needed with 6 to 10 students per group.
- Hold two parent meetings a year with at least 50 attendees per meeting.
- At least 50% participation in annual surveys of parents, 80% of students, and 100% of staff.

Priority 8

- Suspension and expulsion rates.
- Hold either a "Breaking Down the Walls" or "Every 15 Minutes" every other year, with 100 students involved in "Breaking Down the Wall" and all seniors and juniors in "Every 15 Minutes."

ACTUAL

Priority 7

- The Foundation Board has increased from five members to 10 members with a few other parents attending who are not on the board. We met our growth goal, and set new goals for member inclusion for next year.
- We were not able to create student support groups due to facilities limitations. There was no meeting space available.
- We held five parent meetings throughout the year. Attendance was not kept; however, parent attendance varied from 30 to 60 parents. We also held "Coffee with the Principal" meetings, but only 5 to 10 parents attended.
- On the survey only 38% of students, approximately 30% of parents, and 30% of staff responded to the survey.

Priority 8

- The number of suspensions increased this year. Most suspensions were related to substance abuse. We have instituted a new process for substance education both school-wide and specifically directed to students who have received consequences for substance abuse.
- We held "Every 15 Minutes" this year, and all juniors and seniors attended. Freshmen and sophomores also had some involvement in the process.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Breaking Down the Walls” Program every other year. ➤ Every 15 Minutes” program every other year. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ We held “Every 15 Minutes” this year, and all juniors and seniors attended. Freshmen and sophomores also had some involvement in the process.
Expenditures	<p>BUDGETED</p> <p>\$7,400.00 (BDTW) or \$400.00 (E15M)</p>	<p>ESTIMATED ACTUAL</p> <p>\$4,000</p>

Action **2**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Develop and implement culture building activities in advisories. Use the “Hawk Squad” to create lesson plans on academics, character and goal setting. Have the group meet during the summer to create curriculum and quarterly to revise as needed. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ The Hawk Squad met for multiple days over the summer and then took curriculum building days four times during the school year. Revisions were made and a new plan for Advisories was developed.
Expenditures	<p>BUDGETED</p> <p>\$85,000.00 (Portion of Advisory) \$2,000 (Stipend: Hawk Squad) Total: \$87,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$94,389 \$4,000 Total: \$98,389</p>

Action **3**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Increase supervision and monitoring on campus. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ An additional .5 supervisor was added to the dual campuses of Inspire and CHS.
Expenditures	<p>BUDGETED</p> <p>No cost. Already built into the Inspire/CUSD MOU.</p>	<p>ESTIMATED ACTUAL</p> <p>No cost. Already built into the Inspire/CUSD MOU.</p>

Action **4**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Install more landscaping to campus. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ Landscaping improvements were planned through an Eagle Scout project; however, the project was not instituted
Expenditures	<p>BUDGETED</p> <p>No costs.</p>	<p>ESTIMATED ACTUAL</p> <p>No costs.</p>

Action **5**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ➤ Hold two Parent information nights a year, to help parents better understand our majors, CTE, articulation, and mentoring opportunities. 	<p>ACTUAL</p> <ul style="list-style-type: none"> ➤ We held five parent meetings: three for seniors, one junior meeting, and one freshmen meeting. We also held a meeting for incoming students and their parents. Information was presented on CTE opportunities, majors, graduation requirements, scheduling, and more.
Expenditures	<p>BUDGETED</p> <p>\$1000 (parent meetings)</p>	<p>ESTIMATED ACTUAL</p> <p>\$65</p>

Action **6**

Actions/Services

PLANNED

- Work with the Foundation and CTE Advisories to include more parent involvement.

ACTUAL

- The Foundation increased its number from approximately five to 10. The first Foundation social was also held to increase involvement from incoming parents and change the culture of involvement. Four CTE Councils were held: two for each CTE area, Science and Engineering and Arts and Media.

Expenditures

BUDGETED
\$1000
(parent meetings: see action above)

ESTIMATED ACTUAL
\$150

Action **7**

Actions/Services

PLANNED

- Use student and parent surveys to receive feedback on school culture.

ACTUAL

139 students, 12 staff and 67 parents took the survey. The parents were primarily very positive, with an average response of 4.11 on a 5 point Likert scale. Three responses fell to the 3.5 level: “Teachers help me support student learning at home”; “this school provides adequate information about non-college options”; and “there is adequate supervision before and after school.” These are areas for improvement. Students surveys were lower with an average of 3.75. Lowest scores were: “I have opportunities to choose my own projects”; “I feel that I am in charge of what I learn”; “what I learn . . . [is] relevant”; and “I feel successful in school.”

Expenditures

BUDGETED
No costs.

ESTIMATED ACTUAL
No costs.

Action **8**

Actions/Services

PLANNED

- Hold student and parent forums or focus groups to receive feedback on school culture.

ACTUAL

- Four “Coffee with the Principal” were held throughout the year. The principal also requested three meetings with the Foundation to discuss school goals and culture. Students were surveyed twice concerning the new school practice of grading using both Likert scaled questions and open ended questions.

Expenditures

BUDGETED
\$1000.00
(parent meetings: see actions 5 and 6 above)

ESTIMATED ACTUAL
\$180.00

Action **9**

Actions/Services

PLANNED

- Have the First Day Committee continue to create two team building/cultural days for students at the beginning of the year.

ACTUAL

- A group of teachers organized the “First Days” activities which covered the first two days of school. Students were involved in a variety of activities created to both inform students of school requirements, and to build school culture.

Expenditures

BUDGETED
No costs.

ESTIMATED ACTUAL
\$1,323

Action **10**

Actions/Services

PLANNED

- Determine method for quantifying and recording parent involvement, both in the survey and in extracurricular

ACTUAL

- It was determined that trying to track parental involvement would be too difficult given the number of types of activities offered on campus. We

events.

will track participation in the formal surveys each year.

Expenditures

BUDGETED
No costs.

ESTIMATED ACTUAL
No costs.

Action **11**

Actions/Services

PLANNED
➤ Work with the Foundation to create specific volunteer listing to give parents more access to the campus and to help support students.
➤ Work with the Foundation to create a “master list” of parent volunteers.

ACTUAL
➤ The Foundation has created a list of people who have stated that they were willing to volunteer. Further, a specific parent volunteer has taken the position of maintaining the list and communicating to parents. This is still a plan in process.

Expenditures

BUDGETED
No costs.

ESTIMATED ACTUAL
No costs.

Action **12**

Actions/Services

PLANNED
➤ Create a “Bring Your Parents to School” day on campus.

ACTUAL
➤ Teachers requested that we delay this a year for better planning, and that we remove it from LCAP goals; however, they do want to continue to pursue the idea.

Expenditures

BUDGETED
No costs.

ESTIMATED ACTUAL
No costs.

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We did hold the “Every 15 Minutes” assembly, and used the “Hawk Squad” to continue to refine the Advisory curriculum. A .5 campus supervisor was added to the afternoon security routine to better insure student safety; however, no material improvements were made to the landscaping of the campus. We increased the number of parent information meetings, and invited parents to the campus. We continue with weekly communications and increased the number of members on the parent Foundation, and a list of volunteers was established. Surveys to parents and students were administered. “First Days” activities were continued with all staff participating in the organization of the activities. We did not hold an “Invite your Parent to School Day”; however, we did invite parents to attend the “Day on the Purple” event. A handful of parents attended.

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

The “Every 15 Minutes” event and the “First Days” events were very successful. The Advisory Curriculum has been modified and refined, and the staff now recommends having an Advisory Coordinator taking the place of the “Hawk Squad.” While security on campus increased, so did student suspensions. We need to review how to deploy our security to better insure the safety of students in the neighborhoods. Parents are becoming more involved, but it remains a small, core group. We will need to continue to work on building a culture of parental inclusion on the campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were three material differences between the budgeted expenditures and the estimated actual expenditures. First, The program “Every 15 Minutes” was done in conjunction with three other high schools. A consensus decision was made to pay each site coordinator a \$2000 stipend. This was not in our original budget. In addition, a second teacher from our site did all the video production for the program, and we offered a stipend of \$1,500 for him. The other large difference was in the cost of our “First Days” activity. We thought we would be able to use recycled materials, but this was not the case. We needed to budget much more for the cost of the event. For next year, we will budget \$1,500. Third, we budgeted our Advisory costs based on average teacher salaries, and the estimated actual expenditures was higher. Our Advisory team, “The Hawk Squad” also needed more lesson planning time so we increased their stipend costs. Otherwise, there were simply differences in food costs as compared to estimated costs. The budgeted expenditures for this goal were \$96,800 and the estimated actual expenditures were \$104,107.

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.

A number of items have been combined or combined to create better action plans and measurable outcomes. For the most part, the basic actions will remain primarily the same. Some action items were removed to allow for more planning time before using measurable outcomes. In addition, measurable outcomes were altered to follow new LCAP guidelines and templates. The changes can be found in LCAP goal three in the new LCAP template.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The LCAP goals were created by the staff during the spring of the 2015-2016 school year. As the year progresses the various actions on the LCAP were implemented, and outcomes were monitored primarily by administration who would then share data with the staff. In addition, various office and administrative staff members attended LCAP trainings to better understand the new LCAP template and requirements. In the spring of the 2016-2017 school year, the principal presented goals and data to parent groups, staff, the board and the general community. Specific parent presentations were made to the Foundation on March 6th, April 3rd, May 1st, and during the “Coffee with the Principal” on May 11th. Data was shared with staff throughout the year, and the staff determined revisions to the LCAP on April 18th, throughout a multi-week process using googledoc revisions and on May 16th. The general community was invited to review the LCAP through several community emails, and the LCAP goals and measurable outcomes were presented to the community for comment on March 20th, April 10th; the full LCAP was presented to the board and public on May 8th. Further, the full LCAP was available via the school website, and all stakeholders were encouraged to read and send comments from May 11th through June 7th.

IMPACT ON LCAP AND ANNUAL UPDATE

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

In response to these reviews, the LCAP was reorganized into three major goals. #1: Increase student readiness for college and/or careers through effective instructional practices and student supports. #2: Enhance our programming through greater college connections, developing our CTE pathways and enhancing our enrollment in and monitoring of majors programs on campus. #3: Continue to build a culture of rigor, support, kindness and acceptance by including student and parent participation and input in decision making related to whole school and individual programs.

Actions were consolidated to remove redundancies and organized by teacher groups. For example, all goals related to writing or English Language Arts outcomes were grouped together under one over-arching action goal that could then be monitored, assessed, reported and revised by the English Department. This allowed teachers to become more involved in the LCAP process.

Metrics were revised to comply with new LCAP regulations and requirements and state priorities were re-assigned to better align to information provided by the Butte County Office of Education.

Parent, staff, board and community input helped with the refinement of language on actions and the inclusion or removal of various actions and metrics as part of the overall LCAP documentation.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Increase student readiness for college and/or careers through instructional practice.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA	90% exceed/met standard	90% or above exceed/met standard	90% or above exceed/met standard	90% or above exceed/met standard
CAASPP Math	47% exceed/met standard	50% exceed/met standard	53% exceed/met standard	56% exceed/met standard
College/Career Readiness Indicator	NA			
AP Passing Rate	80% (63 passing out of 79 attempts)	82%	84%	86%
ELA EAP Results	39.5% (2014-15 results out of 43 tested)	45%	47%	49%

Math EAP Results	59.2% (2014-15 results out of 75 tested)	62%	64%	66%
School Wide Writing Assessment	2.9 Avg: 11 th grade	3.1 Avg: 11 th grade	3.4 Avg: 11 th grade	3.4 Avg: 11 th grade
UC a-g Rates	43% (2016: 40 out of 92 grads)	45%	47%	49%
Intervention Data (PIP Students Served)	95	85	75	65
Dual Enrollment Completers	NA			
Highly Qualified Teachers (sections taught)	213 (only 1 full section taught by non-highly qualified)	213	213	213
Instruction Materials: Williams Law Compliance	100%	100%	100%	100%
Broad Course of Study	Yes	Yes	Yes	Yes
Common Core implementation rubric.	Using the overall CCSS Rubric provided by BCOE: all scores are 3 or above	4 or above	4 or above	5

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Enhance our school-wide writing program.</p> <ul style="list-style-type: none"> ➤ Continue articulation and planning backwards from the CAASPP in 11th grade back through 9th grade English to better prepare students. ➤ Support writing across the disciplines with attention to greater use of writing to enhance learning in the arts and sciences. ➤ Revise and enhance district-wide writing sample, refining the process and methodologies to better assess student needs. ➤ Continue professional development opportunities specific to English Language Arts. 	<ul style="list-style-type: none"> ➤ Continue articulation and planning backwards from the CAASPP in 11th grade back through 9th grade English to better prepare students. ➤ Support writing across the disciplines with attention to greater use of writing to enhance learning in the arts and sciences. ➤ Revise and enhance district-wide writing sample, refining the process and methodologies to better assess student needs. ➤ Continue professional development opportunities specific to English Language Arts. 	<ul style="list-style-type: none"> ➤ Continue articulation and planning backwards from the CAASPP in 11th grade back through 9th grade English to better prepare students. ➤ Support writing across the disciplines with attention to greater use of writing to enhance learning in the arts and sciences. ➤ Revise and enhance district-wide writing sample, refining the process and methodologies to better assess student needs. ➤ Continue professional development opportunities specific to English Language Arts.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$600 (ELA Stipends)	Amount	\$600	Amount	\$600
Source	General Budget	Source	General Budget	Source	General Budget
Budget Reference	1105	Budget Reference	1105	Budget Reference	1105

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increased Academic Counseling.

- Educate students about the benefits of honors and AP courses through counseling and advisory.
- Check individual 5-year student plans annually and provide them academic counseling to become college ready for sophomores through seniors.
- Presentations in advisory to remind students of the conditions and requirements that must be met to be eligible for a four-year university. Structure advisory curriculum to prepare students at each grade level to plan carefully for graduation.
- Increase the number of students taking PSAT annually. Notify all students via mail of their AP Potential based

2018-19

New Modified Unchanged

Increased Academic Counseling.

- Educate students about the benefits of honors and AP courses through counseling and advisory.
- Check individual 5-year student plans annually and provide them academic counseling to become college ready for sophomores through seniors.
- Presentations in advisory to remind students of the conditions and requirements that must be met to be eligible for a four-year university. Structure advisory curriculum to prepare students at each grade level to plan carefully

2019-20

New Modified Unchanged

Increased Academic Counseling.

- Educate students about the benefits of honors and AP courses through counseling and advisory.
- Check individual 5-year student plans annually and provide them academic counseling to become college ready for sophomores through seniors.
- Presentations in advisory to remind students of the conditions and requirements that must be met to be eligible for a four-year university. Structure advisory curriculum to prepare students at each grade level to plan carefully for graduation.
- Increase the number of students taking PSAT annually. Notify all students via mail of their AP

on PSAT scores.

for graduation.
➤ Increase the number of students taking PSAT annually. Notify all students via mail of their AP Potential based on PSAT scores.

Potential based on PSAT scores.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$46,800 (counselor)

Source General Budget

Budget Reference 1200

Amount \$48,200 (counselor)

Source General Budget

Budget Reference 1200

Amount \$49,650 (counselor)

Source General Budget

Budget Reference 1200

Action **3**

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

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

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

OR

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

Students to be Served X English Learners X Foster Youth X Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide robust interventions.

- Review and revise Short Intervention Plan (SIP) for students with staff and student input.
- Expand the Progressive Intervention Plan (PIP) to better meet the individual needs of struggling students.
- Continue with the English Intervention, through lunch tutoring and a release period for continued monitoring of student success, intervention and communication.

2018-19

New Modified Unchanged

Provide robust interventions.

- Review and revise Short Intervention Plan (SIP) for students with staff and student input.
- Expand the Progressive Intervention Plan (PIP) to better meet the individual needs of struggling students.
- Continue with the English Intervention, through lunch tutoring and a release period for continued monitoring of student success, intervention and communication.

2019-20

New Modified Unchanged

Provide robust interventions.

- Review and revise Short Intervention Plan (SIP) for students with staff and student input.
- Expand the Progressive Intervention Plan (PIP) to better meet the individual needs of struggling students.
- Continue with the English Intervention, through lunch tutoring and a release period for continued monitoring of student success, intervention and communication.

BUDGETED EXPENDITURES

2017-18

Amount	\$11,500 (SIP/PIP hourly work)
Source	General Budget
Budget Reference	1200/1205

2018-19

Amount	\$12,000
Source	General Budget
Budget Reference	1200/1205

2019-20

Amount	\$12,500
Source	General Budget
Budget Reference	1200/1205

BUDGETED EXPENDITURES

2017-18

Amount	\$11,500 (ELA release period)
Source	General Budget
Budget Reference	1100

2018-19

Amount	\$12,000
Source	General Budget
Budget Reference	1100

2019-20

Amount	\$12,500
Source	General Budget
Budget Reference	1100

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide professional development that increases teacher effectiveness in common core practices and general instruction.

- Continue professional development for teachers still seeking HQ designation.
- Teachers in all disciplines will continue to develop and refine units, lessons and common assessments to reflect and implement the new Common Core standards.
- Continue with site-based professional development to include instructional practice in AfL, and/or interdisciplinary, project-based units.
- Attend Common Core Workshops with BCOE,

2018-19

New Modified Unchanged

Provide professional development that increases teacher effectiveness in common core practices and general instruction.

- Continue professional development for teachers still seeking HQ designation.
- Teachers in all disciplines will continue to develop and refine units, lessons and common assessments to reflect and implement the new Common Core standards.
- Continue with site-based professional development to include instructional practice in AfL, and/or interdisciplinary, project-based units.
- Attend Common Core Workshops with BCOE,

2019-20

New Modified Unchanged

Provide professional development that increases teacher effectiveness in common core practices and general instruction.

- Continue professional development for teachers still seeking HQ designation.
- Teachers in all disciplines will continue to develop and refine units, lessons and common assessments to reflect and implement the new Common Core standards.
- Continue with site-based professional development to include instructional practice in AfL, and/or interdisciplinary, project-based units.
- Attend Common Core Workshops with BCOE,

CUSD and professional developers outside Chico in the academic core and elective core with an emphasis on the arts and sciences.

CUSD and professional developers outside Chico in the academic core and elective core with an emphasis on the arts and sciences.

CUSD and professional developers outside Chico in the academic core and elective core with an emphasis on the arts and sciences.

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000 (on site PD Stipends)

Source

General Budget

Budget Reference

1105

2018-19

Amount

\$10,000

Source

General Budget

Budget Reference

1105

2019-20

Amount

\$10,000

Source

General Budget

Budget Reference

1105

BUDGETED EXPENDITURES

2017-18

Amount

\$28,000 (off site PD)

Source

Educator Effectiveness

Budget Reference

5200

2018-19

Amount

\$20,000

Source

General Budget

Budget Reference

5200

2019-20

Amount

\$20,000

Source

General Budget

Budget Reference

5200

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase mathematic reasoning and instruction.

- Continue to provide Math C daily for students who need additional support.
- Add additional support by creating a Math 1 support class.
- Create and maintain common assessments in Math 1, 2, and 3.
- Maintain professional development for math teachers.

2018-19

New Modified Unchanged

Increase mathematic reasoning and instruction.

- Continue to provide Math C daily for students who need additional support.
- Add additional support by creating a Math 1 support class.
- Create and maintain common assessments in Math 1, 2, and 3.
- Maintain professional development for math teachers.

2019-20

New Modified Unchanged

Increase mathematic reasoning and instruction.

- Continue to provide Math C daily for students who need additional support.
- Add additional support by creating a Math 1 support class.
- Create and maintain common assessments in Math 1, 2, and 3.
- Maintain professional development for math teachers.

BUDGETED EXPENDITURES

2017-18

Amount

\$6,506 (Section of Math 1 Support)

Source

General Budget

Budget Reference

1100

2018-19

Amount

\$6,701

Source

General Budget

Budget Reference

1100

2019-20

Amount

\$6,902

Source

General Budget

Budget Reference

1100

BUDGETED EXPENDITURES

2017-18

Amount

\$1,000 (math release days)

Source

General Budget

Budget Reference

1120

2018-19

Amount

\$1,000

Source

General Budget

Budget Reference

1120

2019-20

Amount

\$1,000

Source

General Budget

Budget Reference

1120

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

New
 Modified
 Unchanged

Goal 2

Enhance our programming through greater college connections, developing our CTE and enhancing our enrollment in and monitoring of majors programs on campus.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of CTE Completers	52	62	68	75
Number of CTE Participants	417	420	420	420
Number of Major Completers	34	36	38	41
Number of Major Participants	139	145	153	161
Number of Students completing college credits.	186	192	198	204

Number of Opportunities for Individuals with Exceptional Needs	34	35	35	35
--	----	----	----	----

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Establish CTE pathways for Engineering, Recording Arts, Technical Theatre, Vocal Music, Dance, Musical Theatre, Theatre, Instrumental Music, Digital Art and Art.

- Continue professional development for teachers still seeking CTE certification.
- Procure mentors from industry or education in the arts and sciences.
- Maintain and create collaborative CTE lessons across curriculums.

2018-19

New Modified Unchanged

Establish CTE pathways for Engineering, Recording Arts, Technical Theatre, Vocal Music, Dance, Musical Theatre, Theatre, Instrumental Music, Digital Art and Art.

- Continue professional development for teachers still seeking CTE certification.
- Procure mentors from industry or education in the arts and sciences.
- Maintain and create collaborative CTE lessons

2019-20

New Modified Unchanged

Establish CTE pathways for Engineering, Recording Arts, Technical Theatre, Vocal Music, Dance, Musical Theatre, Theatre, Instrumental Music, Digital Art and Art.

- Continue professional development for teachers still seeking CTE certification.
- Procure mentors from industry or education in the arts and sciences.
- Maintain and create collaborative CTE lessons

- Support teams in developing CTE curriculum and pathways.
- Enhance CTE or Educational Council outreach.

- across curriculums.
- Support teams in developing CTE curriculum and pathways.
- Enhance CTE or Educational Council outreach.

- across curriculums.
- Support teams in developing CTE curriculum and pathways.
- Enhance CTE or Educational Council outreach.

BUDGETED EXPENDITURES

2017-18

Amount	\$6,000 (CTE certification)
Source	CTEIG Grant
Budget Reference	1105

2018-19

Amount	0
Source	
Budget Reference	

2019-20

Amount	0
Source	
Budget Reference	

BUDGETED EXPENDITURES

2017-18

Amount	\$8,978 (CTE coordinator release period)
Source	CTE Grants
Budget Reference	1105

2018-19

Amount	0
Source	
Budget Reference	

2019-20

Amount	0
Source	
Budget Reference	

BUDGETED EXPENDITURES

2017-18

Amount	\$5,700 (lesson collaboration)
Source	CTE Grants
Budget Reference	1105

2018-19

Amount	0
Source	
Budget Reference	

2019-20

Amount	0
Source	
Budget Reference	

BUDGETED EXPENDITURES

2017-18

Amount	\$400 (CTE Council meetings)
Source	General Budget
Budget Reference	4315

2018-19

Amount	\$400
Source	General Budget
Budget Reference	4315

2019-20

Amount	\$400
Source	General Budget
Budget Reference	4315

Action **2**

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

Students to be Served

X All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

X All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Majors coordinator will:

- Articulate next steps for all 12 majors.
- Determine meeting times for advisors and committees.
- Maintain longitudinal data on students involved in majors.
- Work with majors Advisors to counsel and inform students of major information and advantages.
- Work with advisors to arrange speakers and visitations with industry professionals, trade schools, colleges and universities.
- Continue developing opportunities for Major Culminating Experience/Project.

2018-19

New Modified Unchanged

Majors coordinator will:

- Articulate next steps for all 12 majors.
- Determine meeting times for advisors and committees.
- Maintain longitudinal data on students involved in majors.
- Work with majors Advisors to counsel and inform students of major information and advantages.
- Work with advisors to arrange speakers and visitations with industry professionals, trade schools, colleges and universities.
- Continue developing opportunities for Major Culminating Experience/Project.

2019-20

New Modified Unchanged

Majors coordinator will:

- Articulate next steps for all 12 majors.
- Determine meeting times for advisors and committees.
- Maintain longitudinal data on students involved in majors.
- Work with majors Advisors to counsel and inform students of major information and advantages.
- Work with advisors to arrange speakers and visitations with industry professionals, trade schools, colleges and universities.
- Continue developing opportunities for Major Culminating Experience/Project.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,500 (coordinator stipend)
Source	General Budget
Budget Reference	2105

2018-19

Amount	\$2,500
Source	General Budget
Budget Reference	2105

2019-20

Amount	\$2,500
Source	General Budget
Budget Reference	2105

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain/enhance extra-curricular activities which support CTE and major pathways.

- Support the performing arts program by providing opportunities that allow for enlarged student participation and leadership.
- Continue with additional focus on arts and sciences beyond the classroom through exhibitions, showcases, performances or competitions to enrich student engagement and experience.

2018-19

New Modified Unchanged

Maintain/enhance extra-curricular activities which support CTE and major pathways.

- Support the performing arts program by providing opportunities that allow for enlarged student participation and leadership.
- Continue with additional focus on arts and sciences beyond the classroom through exhibitions, showcases, performances or competitions to enrich student engagement and experience.

2019-20

New Modified Unchanged

Maintain/enhance extra-curricular activities which support CTE and major pathways.

- Support the performing arts program by providing opportunities that allow for enlarged student participation and leadership.
- Continue with additional focus on arts and sciences beyond the classroom through exhibitions, showcases, performances or competitions to enrich student engagement and experience.

BUDGETED EXPENDITURES

2017-18

Amount

\$12,000 (production stipends)

Source

General

Budget Reference

1105

2018-19

Amount

\$12,000

Source

General

Budget Reference

1105

2019-20

Amount

\$12,000

Source

General

Budget Reference

1105

BUDGETED EXPENDITURES

2017-18

Amount

\$1,000 (competition costs)

Source

General

Budget Reference

5200

2018-19

Amount

\$1,000

Source

General

Budget Reference

5200

2019-20

Amount

\$1,000

Source

General

Budget Reference

5200

Action **4**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continued expansion of programmatic options.

- Research grants that will apply to additional capstone and majors courses, CTE or other revenue streams.
- Write articulation agreements with Butte Community College.

2018-19

New Modified Unchanged

Continued expansion of programmatic options.

- Research grants that will apply to additional capstone and majors courses, CTE or other revenue streams.
- Write articulation agreements with Butte Community College.

2019-20

New Modified Unchanged

Continued expansion of programmatic options.

- Research grants that will apply to additional capstone and majors courses, CTE or other revenue streams.
- Write articulation agreements with Butte Community College.

BUDGETED EXPENDITURES

2017-18

Amount \$8,900 (grant writing release period)

Source General Budget

Budget Reference 1300

2018-19

Amount \$9,100

Source General Budget

Budget Reference 1300

2019-20

Amount \$9,300

Source General Budget

Budget Reference 1300

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

New
 Modified
 Unchanged

Goal 3

Continue to build a culture of rigor, support, kindness and acceptance by including student and parent participation and input in decision making related to whole school and individual programs.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation in the Inspire Foundation	10	15	20	25
Participation in parent survey.	78	82	86	90
Overall satisfaction rating on parent survey.	2016-2017: Inspire gave the same survey provided every year by CUSD. Total respondents numbers 67. Parents "agreed or strongly agreed" on all questions showing a positive response. There were only two questions at a 3.5 scale out of 5. Average positive response was 4.11.	Increase parent responses by 5 percent. Raise all responses to 3.75 or above.	Increase parent responses by 5 percent. Raise all responses to 3.75 or above.	Increase parent responses by 5 percent. Raise all responses to 3.75 or above.

Outcome on BCOE Parent Involvement Rubric.	Standard 1: 1 Standard 2: 2 Standard 3: 3 Standard 4: 1 Standard 5: 2 Standard 6: 3	Standard 1: 2 Standard 2: 3 Standard 3: 4 Standard 4: 2 Standard 5: 3 Standard 6: 4	Standard 1: 3 Standard 2: 4 Standard 3: 4 Standard 4: 3 Standard 5: 4 Standard 6: 4	Standard 1: 4 Standard 2: 4 Standard 3: 4 Standard 4: 4 Standard 5: 4 Standard 6: 4
Participation in student survey.	164	172	181	190
Overall satisfaction rating on student survey.	Inspire gave the same survey provided every year by CUSD. Total respondents numbered 139. Most comment fell within the 3.5 to 4.0 scale on a likert 5 pt. scale. Average score was 3.75	Increase student responses by 5 percent. Raise all responses by .25 overall.	Increase student responses by 5 percent. Raise all responses by .25 overall.	Increase student responses by 5 percent. Raise all responses by .25 overall.
Suspension Rate	2014-2015: We had 14 students suspended. In 2017, we increase by 0.9% from the prior year taking us to 15 students, or 3.2%.	Decrease by .5% from the prior year.	Decrease by .5% from the prior year.	Decrease by .5% from the prior year.
Expulsion Rate	0	0	0	0
Graduation rate	98%	98%	98%	98%
High School Drop Out Rate	NA			
Chronic Absenteeism rate	TBA			
Attendance Rate	94.7%	95%	96%	97%
FIT Report	Fair/Poor	Fair	Fair	Good

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Enhance culture and character building programs.

- Continue with yearly, whole school activities geared towards student safety, or culture building such as motivational speakers, First Days, “Every 15 Minutes” or “Breaking Down the Walls,” or similar events for greater student inclusion—with a focus on foster/EL/Low Income students.
- Develop and implement culture building activities in advisories to create lesson plans on academics, character and goal setting.
- Maintain student-driven community activities (such as DOP and Spring Standout).

Enhance culture and character building programs.

- Continue with yearly, whole school activities geared towards student safety, or culture building such as motivational speakers, First Days, “Every 15 Minutes” or “Breaking Down the Walls,” or similar events—with a focus on foster/EL/Low Income students.
- Develop and implement culture building activities in advisories to create lesson plans on academics, character and goal setting.
- Maintain student-driven community activities (such as DOP and Spring Standout).

Enhance culture and character building programs.

- Continue with yearly, whole school activities geared towards student safety, or culture building such as motivational speakers, First Days, “Every 15 Minutes” or “Breaking Down the Walls,” or similar events—with a focus on foster/EL/Low Income students.
- Develop and implement culture building activities in advisories to create lesson plans on academics, character and goal setting.
- Maintain student-driven community activities (such as DOP and Spring Standout).

BUDGETED EXPENDITURES**2017-18**

Amount	\$5,000 (Breaking Down the Walls/E15M)
Source	General Budget
Budget Reference	5800

2018-19

Amount	\$5,000
Source	General Budget
Budget Reference	1105

2019-20

Amount	\$5,000
Source	General Budget
Budget Reference	5800

BUDGETED EXPENDITURES**2017-18**

Amount	\$1,500 (First Days)
Source	General Budget
Budget Reference	4315,5800

2018-19

Amount	\$1,500
Source	General Budget
Budget Reference	4315,5800

2019-20

Amount	\$1,500
Source	General Budget
Budget Reference	4315,5800

BUDGETED EXPENDITURES

2017-18

Amount

\$2,500 (Advisory Coordinator)

Source

General Budget

Budget Reference

1105

2018-19

Amount

\$2,500

Source

General Budget

Budget Reference

1105

2019-20

Amount

\$2,500

Source

General Budget

Budget Reference

1105

Action **2**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Increase parent involvement and communication.

- Hold regular Parent Information Nights to help parents better understand our majors, CTE, articulation, mentoring opportunities, college requirements, CAASP, dual enrollment and other assessments.
- Work with the Foundation and CTE Councils to include more parent involvement.
- Use student and parent surveys to receive feedback on school culture.
- Hold student and parent forums or focus groups to receive feedback on school culture.
- Work with the Foundation to create specific volunteer listing to give parents more access to the campus and to help support students.
- Work with the Foundation to create a “master list” of parent volunteers.

New Modified Unchanged

Increase parent involvement and communication.

- Hold regular Parent Information Nights to help parents better understand our majors, CTE, articulation, mentoring opportunities, college requirements, CAASP, dual enrollment and other assessments.
- Work with the Foundation and CTE Councils to include more parent involvement.
- Use student and parent surveys to receive feedback on school culture.
- Hold student and parent forums or focus groups to receive feedback on school culture.
- Work with the Foundation to create specific volunteer listing to give parents more access to the campus and to help support students.
- Work with the Foundation to create a “master list” of parent volunteers.

New Modified Unchanged

Increase parent involvement and communication.

- Hold regular Parent Information Nights to help parents better understand our majors, CTE, articulation, mentoring opportunities, college requirements, CAASP, dual enrollment and other assessments.
- Work with the Foundation and CTE Councils to include more parent involvement.
- Use student and parent surveys to receive feedback on school culture.
- Hold student and parent forums or focus groups to receive feedback on school culture.
- Work with the Foundation to create specific volunteer listing to give parents more access to the campus and to help support students.
- Work with the Foundation to create a “master list” of parent volunteers.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000 (Meeting budget: food, flyers, etc.)
Source	General Budget
Budget Reference	4315

2018-19

Amount	\$1,000
Source	General Budget
Budget Reference	4315

2019-20

Amount	\$1,000 .)
Source	General Budget
Budget Reference	4315

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Enhance the general facilities of the school.

- Install more landscaping to campus.
- Continue upgrading classroom environment, and technological access.

2018-19

New Modified Unchanged

Enhance the general facilities of the school.

- Install more landscaping to campus.
- Continue upgrading classroom environment, and technological access.

2019-20

New Modified Unchanged

Enhance the general facilities of the school.

- Install more landscaping to campus.
- Continue upgrading classroom environment, and technological access.

BUDGETED EXPENDITURES

2017-18

Amount

\$20,000 (classroom equipment and tech)

Source

General Funds

2018-19

Amount

\$20,000

Source

General Funds

2019-20

Amount

\$20,000

Source

General Funds

Budget Reference

4400

Budget Reference

4400

Budget Reference

4400

Action 4

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain student safety.

- Freshman lunch check-in.
- Maintain/enhance security on campus.

2018-19

New Modified Unchanged

Maintain student safety.

- Freshman lunch check-in.
- Maintain/enhance security on campus.

2019-20

New Modified Unchanged

Maintain student safety.

- Freshman lunch check-in.
- Maintain/enhance security on campus.

BUDGETED EXPENDITURES

2017-18

Amount	\$4,465 (Freshman check-in)
Source	General Budget
Budget Reference	2100

2018-19

Amount	\$4,465
Source	General Budget
Budget Reference	2100

2019-20

Amount	\$4,465
Source	General Budget
Budget Reference	2100

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$49,006

Percentage to Increase or Improve Services:

1.32 %

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 mission of Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that allows students to explore their interests and develop their talents. Our percentage of unduplicated students is 28.2. Because of our unique scheduling and expansive electives program, we will be utilizing the Supplemental and Concentrations Funds to expand, maintain and improve our support for intervention programs on campus.

According to Minimum Proportionality Percentage (MPP) calculations the percentage of which Inspire will increase and improve services to students is **5.75%** based on the FCMAT formula calculator, the Inspire LCFF Supplemental and Concentration Grant for 2017-2018 year is projected to be \$209,220. Inspire has chosen to use the funds to increase student supports. These funds will help support:

1. a full time counseling position: \$46,800
2. the improvement of the Short Intervention Program (SIP) and the Progressive Intervention Program (PIP): \$11,500
3. the continuation of a release period for Freshman lunch intervention: \$11,500
4. The creation of an Advisory Coordinator: \$2,500

Research for : SIP/PIP and ELA Release period: Similar to “Check and Connect”—Research link:

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_102511.pdf

Christenson, S. L., & Reschly, A. L. (2010). Check & Connect: Enhancing school completion through student engagement. In B. Doll, W. Pfohl, & J. Yoon (Eds.), Handbook of youth prevention science (pp. 327–348). New York: Routledge

Promoting school completion of urban secondary youth with emotional or behavioral disabilities.

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Exceptional Children, 71(4), 465–482.

Research for reducing the counselor to student ratio:

Farrell, S. & Carrell, S. (2006). Do Lower Student-to-Counselor Ratios Reduce School Disciplinary Problems? Contributions to Economic Analysis & Policy: Vol. 5: Iss. 1, Article 11.

Available at: <http://www.bepress.com/bejeap/contributions/vol5/iss1/art11>

