

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	University Preparatory School		
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2018-21 Plan Summary

THE STORY

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

University Preparatory School is an educational community invested in developing confident, capable, and compassionate citizens; its mission to immerse all students in rigorous academics and meaningful extra-curricular activities is supported by a collaborative and close-knit community of staff, students, and parents and based upon educational research and professional experience. The faculty and staff works together to provide students with many opportunities to excel academically and develop their potential as educated leaders and citizens in the 21st century through a rich and varied extra-curricular program. This vision is supported by offering a seven period day to students from grades 6 through 12 so that they may pursue academic interests, such as studying multiple world languages or continue their development in the arts, including dance, drama, art, and music. The objective of this mission is to enable all student to become self-motivated, competent, and lifelong learners. To accomplish this mission, U-Prep's board, administration, faculty, and staff will:

1. Create a learning environment in which teachers know the needs, interests, and aspirations of their students;
2. Provide the foundational and advanced skills in academic areas through an engaging and rigorous college preparatory curriculum;
3. Maintain a commitment to researching and utilizing promising educational practices and designing relevant, standards-based curriculum;
4. Provide opportunities for academic acceleration or intervention through assessment and correct placement in courses;
5. Analyze data to inform and guide instructional strategies and curriculum development;
6. Foster ongoing engagement with parents, families and community members;
7. Create a learning community among teachers, administrators, and other school leaders that emphasizes collaborative professional learning; and,
8. Enable students to become self-motivated, competent, and lifelong learners.

LCAP HIGHLIGHTS

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

Key features of this year's LCAP include continuing with: (1) math and literacy intervention/remediation services for identified underachieving students; (2) support services as provided through the addition of a third school counselor who works directly with underachieving students; (3) provision for staffing Resource Center (location for peer tutoring, safe place for students before school, during scheduled open periods, and after school (location for after-school program, and for students waiting for athletic practices to begin); (4) Naviance as a tool for college and career readiness; and (5) benchmark student and programmatic progress through PSAT performance in 8th/10th/11th grades; (6) continued partnership (parent education, staff training, program development) with Stanford-based Challenge Success program; (7) continue to expand access to technology resources and training for teaching and learning. New services include: (1) increased access for students through restructured transportation plan; (2) providing after school transportation for students in need of after school care; (3) implementing a universal progress monitoring tool (EADMS/IO Ed) for all students, 6th -8th in the areas of math, language arts, and science.

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.

The mid-term WASC report (May of 2018) identifies U-Prep's greatest progress and growth as it correlates with the California School Dashboard.

The EADMS assessment tool was purchased and piloted during the 2017-2018 school year. Departments including; Core-English, math, Social Science, and Science have developed assessment calendars utilizing the EADMS tool for the 2018-2019 school year. Other forms of assessment will continue in 2018-2019 including, administering of the PSAT to all students in grades, 8, 10, and 11, and administering of the National Latin Exam to all Latin students. These benchmark assessments provide valuable data needed to guide and support all students, including those who are underachieving/at-risk. Students who are in need of additional academic support have access to various programs such as; math lab, 9th grade targeted math assistance, Bridge 7/Bridge 8, study hall, and academic Saturday school. In 2017-2018 U-Prep offered 5 Dual Enrollment courses in addition to the AP Program.

The social/emotional needs of students continue to be addressed through professional development and the implementation of age-appropriate "growth mindset" best practices. In 2017-2018 U-Prep partnered with Stanford University/Challenge Success to evaluate adolescent well-being, reflecting upon school practices and staying current pro-development research. Implementation of the Challenge Success team action plans, as a means to support student well-being, will begin in the Fall of 2018.

The U-Prep App, "u-prep panthers", was developed and introduced in 2017-2018 as a means to strengthen home-to-school communication and promote school activities.

All staff participated in Professional Development throughout the 2017-2018 school

GREATEST PROGRESS

year with targeted learning in the following areas; AP vertical alignment in English grades 6th – 12th, Next Generation Science Standards, and student well-being through Challenge Success.

School Safety: 100% of all staff are trained in ALICE. Student training will begin this fall, 2018.

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

The state indicator for socioeconomically/disadvantaged students is orange. The change was 0.4%. There were five suspensions in 2016-2017; one of these students was socioeconomically disadvantaged. Given the low number of suspensions and the approach to addressing student behavior on an individualized basis there is not a need to make any adjustments to the current school-wide behavior plan and discipline policies.

All local indicators for 2016-2017 were met and shared with stakeholder groups and approved by the local school board.

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

N/A - There are no student groups that are two or more performance levels below the “all student” performance.

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.

All low-income and underachieving students will continue to be progress monitored, counseled, and referred for additional academic and student support services including academic Saturday school. Continued academic supports from our designated school counselor throughout the school year; this counselor will continue to work with these students as they progress through the 6-12 continuum work with them to ensure they have access to all college and career readiness opportunities/programs (e.g. college trips, AP Retreat, dual enrollment). Targeted assistance/direct support for our EL student. After school program, summer school high school math.

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	\$ 8,723,218.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 1,131,000.00

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

Salaries and Benefits, including STRS on Behalf, for both faculty and staff not included in an LCAP action/service. \$6,156,658.00
Oversight and Services to SUHSD \$1,221,329.00
Schoolwide dues and memberships, professional services, phone and postage, general office supplies, copy paper, printer supplies, security, and insurance

\$ 8,352,226.00	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Identified underachieving students will have access to resources and remediation.

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

Metrics/Indicators	Baseline	2017-18
Diagnostic data	Identified students are below grade level as of August 2017	100% of students will improve their performance based on established goals.
Teacher Recommendation	Identified students are below grade level as of August 2017	100% of students will improve their performance based on established goals.
State Testing	Identified students are below grade level as reported on Spring 2016 testing data	100% of students will improve their performance based on established goals.
Student Grades	Baseline data to be determined based on course enrollment in 2017-2018	100% of students receiving additional services will be progress monitored by the school counselor and referred for

ACTUAL

100% of students within our intervention classes have improved their performance as measured by diagnostic assessment, academic grades, teacher and student feedback, and student engagement. Students currently enrolled in, The Bridge (literacy/academic skills program), are requesting an additional year of support which will result in the increased course offerings in 2018-2019.

		additional supports as needed.	Baseline data was collected for the parent education classes offered; College 101, AP Night, Information Night, and Back-To-School night. Following the involvement in Challenge Success, parent education will revolve around data secured from the Stanford Adolescent Survey administered to all students in grades 6-12 during the Fall of 2017. This data was reviewed with all staff, Challenge Success student leaders, and the Parent Venture parent group.
Student Survey	Baseline data to be determined based on course enrolment in 2017-2018	100% of students receiving additional services will have reported that they have used peer tutoring services.	
Sign-in Sheets	Baseline data to be determined in 2017-2018	Increase parent participation in education classes focused on supporting students in a college-prep learning environment	

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 Purchase diagnostic instrument to assist in the determination of students needing remediation for academic skills	ACTUAL Purchased iLit software, including licensing for EL students to be utilized in the Bridge program. Provided teacher support and training on the use of the program.
Expenditures		BUDGETED \$5,500.00	ESTIMATED ACTUAL \$3,250.00

Action

2

Actions/Services

PLANNED

- A. Allocate sections in the Master Schedule to address reading and math remediation needs
- B. Instructional Resources for math and reading

ACTUAL

- A. Allocated one section in the Master Schedule for focused reading instruction, one section for math support, and a teacher coach section focused on literacy and technology as an instructional tool.
- B. Purchased instructional resources including periodicals for reading instruction.

Expenditures

BUDGETED

- A. \$45,000.00 Salary and Benefit Costs for Instructors
- B. \$ 1,000.00 Instructional resources

ESTIMATED ACTUAL

- A. \$37,431.47
- B. \$ 364.91

Action

3

Actions/Services

PLANNED

Maintain additional Counselor added in 2015-2016 for continued academic and student support services.

ACTUAL

Maintained 2015-2016 counseling staff levels including 1 FTE added in 2015 for student services specific to the limited income (LI) population and communications related to scholarship opportunities for college trips and AP Retreat.

Expenditures

BUDGETED

\$105,000.00

ESTIMATED ACTUAL

\$107,556.22

Action

4

Actions/Services

PLANNED
Provide a safe facility and personnel for students to access before school, during school, and after school for the purpose of instructional help through peer tutoring and technology access. (Room 299 Resource Center)

ACTUAL
Room 299, is utilized as a Resource Center for student success. Students can utilize the technology available in the room as well as seek peer tutoring as needed. The Resource Center is open from 7:30 A.M. to 5:30 P.M.

Expenditures

BUDGETED
\$42,000.00

ESTIMATED ACTUAL
\$45,183.42

Action

5

Actions/Services

PLANNED
Parent Involvement/Education classes will be offered to better equip parents to support their students in college-prep learning environment.

ACTUAL
Parent Involvement/Education classes were offered throughout the year.

Parent Venture
November 30, 2017, December 19, 2017, January 18, 2018
February 20, 2018, March 23, 2018, April 16, 2018

Back-To-School Night – August 31, 2017

AP Night – August 17, 2017

U-Prep Senior Information Night – September 12, 2017

Financial Aid Night – October 2, 2017

New Student Information Night – January 11, 2018

College 101 Night – April 12, 2018

A Day in the Life of a Sixth Grader – April 18, 2018

Expenditures

BUDGETED
\$1,000.00

ESTIMATED ACTUAL
No Cost

Action

6

Actions/Services

PLANNED

Not Articulated in the LCAP

ACTUAL

6 Sections of Study Hall were allocated in the 2017-2018 Master Schedule as an academic support tool for high school students.

Expenditures

BUDGETED

\$0.00

ESTIMATED ACTUAL

\$103,981.41

Action

7

Actions/Services

PLANNED

Not Articulated in the LCAP

ACTUAL

Academic Saturday School offering for middle school students.

Expenditures

BUDGETED

\$0.00

ESTIMATED ACTUAL

\$743.90

Action

8

Actions/Services

PLANNED

Not Articulated in the LCAP

ACTUAL

ELPAC/EL/ELD/ELL Trainings

Expenditures

BUDGETED

\$0.00

ESTIMATED ACTUAL

\$518.32

Action

9

Actions/Services

PLANNED

Not Articulated in the LCAP

ACTUAL

EL tutoring (credentialed tutor) and administrative support (3hrs/wk)

Expenditures

BUDGETED

\$0.00

ESTIMATED ACTUAL

\$1,815.51 (Tutor)

\$7,457.05 (Admin Oversight)

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.	<p>Junior high school students were identified for placement in either math lab or Bridge based on diagnostic data, teacher recommendation, state test scores, and/or grades.</p> <p>High school students continued to have access before, during, and after school to the Media Resource Center for academic support. Additionally, 6 sections of Study Hall were allocated in the Master Schedule for the benefit of high school students needing additional academic support.</p> <p>Academic Saturday School for middle school students was assigned, based on teacher recommendation, and held 6 times during the 2017-2018 school year.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>100% of students within our intervention classes have improved their performance as measured by diagnostic assessment, academic grades, teacher and student feedback, and student engagement.</p> <p>33% of high school students were enrolled in study hall in 2017-2018.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Following adoption of the 2017-2018 LCAP adjustments were made to increase academic supports for students through the addition of Study Hall classes and junior high Academic Saturday School. Services and support for EL student was increased based on identified need during the Fall of 2017.</p>
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.	<p>High school Study Hall will continued to be offered in 2018-2019 and junior high Study Hall will be added to the 2018-2019 Master Schedule in response to student surveys and data provided through the Stanford Adolescent Survey. (2018-2019 Goal 1 pg. 38)</p> <p>The early identification process in the sixth grade will continue into the 2018-2019 school year. Students will be enrolled in level one Bridge 7. Based on progress, as measured by stated metrics, as well as student/parent/staff input, select students from Bridge 7 will move forward into Bridge 8 level 2. Students not previously identified for Bridge but are indicating the need for additional academic support during their seventh and eighth grade year will be enrolled in Bridge in-lieu of an additional graduation requirement (Latin). (2018-2019 Goal 1 pgs. 31-32)</p> <p>In 2018-2019, this Goal will be modified to include both universal and targeted academic support programs. An increase in Home-To-School transportation services, based on parent survey, will be included in the 2018-19 LCAP as well as new after-school transportation option. (2018-2019 Goal 1 pgs. 40-41)</p>

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

Students will be immersed in rigorous academics and meaningful extra-curricular activities and supported close-knit community of teacher/advisors, which will enable them to choose any course of post-secondary education.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 ☐ 3 X4 ☐ 5 X6 X7 X8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics/Indicators	Baseline	2017-18
Master Schedule IGETC Stipends	2 Dual Enrollment courses	4 Dual Enrollment courses
Summer School roster of students who are eligible for enrollment in advanced math	80% students	Increased % of students accessing advanced math by completing summer school course offering to 85%
Student Survey	Baseline data to be determined in 2017-2018	80% Students will report an awareness of Naviance and have accessed the tool as a resource for college and career readiness.
Student Survey	Baseline data to be determined in 2017-2018	80% of students surveyed recognize the Career and College Readiness

ACTUAL

5 Dual Enrollment Courses were offered in 2017-2018,
Continued offering (sustaining) Summer School

Data suggests that student awareness of Naviance is an area of focus moving into 2018-2019 school year. Counselors will be providing lessons in Advisory or other classes to increase utilization and awareness. In addition, all incoming sixth grade parents met with administration and counselors where they were provided education with Naviance and were able to login, secure their accounts, and begin access the Career and College Readiness resources.

Students continue to participate in the College and Career Readiness courses and activities; college trips, drafting, AP Computer Science Principals, Dual Enrollment, study hall, and core courses.

A-G Eligibility and University Acceptance data will be available in June of 2018

		opportunities and U-Prep and have accessed at least one event and/or activity
Participant Attendance and Identified Goals	New goal for 2017-2018- No baseline data	Development of goals through the Challenge Success partnership
Master Schedule and training schedule and collaboration meeting agendas	Section Allocation of one in 2017-2018	Teachers have access to a technology trainer and the junior high and high school English department will receive additional support in implementing 6-12 vertical goals.
A-G Eligibility	85% of U-Prep graduate in the Spring of 2017 were A-G Eligible	Maintain A-G eligibility at 80% or above
University Acceptance	74% of U-Prep graduates in the Spring of 2017 were accepted to a 4-Year University	Maintain University acceptance at 70% or above

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

Continuance of dual enrollment offerings for students (embed with AP offerings taught by U-Prep staff)

ACTUAL

Five dual enrollment courses were offered in 2017-2018

U-Prep Course	Shasta College Equivalency
Tig/Pre-Calc	Math 2
AP Physics 1	Physics 2A
AP Physics 2	Physics 2B
AP Micro Economics	Economics 1A
AP English Language	English 1A

Expenditures

BUDGETED

\$154,581.00

ESTIMATED ACTUAL

Section allocation

\$235,236.19

\$ 23,616.00 Stipends

Action

2

Actions/Services

PLANNED

Summer School for math advancement

ACTUAL

Provided Math Summer School for advancement

Expenditures

BUDGETED

\$6,000.00

ESTIMATED ACTUAL

\$2,659.16

Action

3

Actions/Services

PLANNED

Utilize Naviance as a tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions (6th-12th grades)

ACTUAL

Purchased Naviance school license including the Course Planner and Alumni Tracker modules.

Expenditures

BUDGETED

\$8,000.00

ESTIMATED ACTUAL

\$5,096.20

Action

4

Actions/Services

PLANNED

Provide opportunities for students to be better prepared to succeed in a college and career readiness environment at U-Prep including: AP test prep (AP Retreat), AP resources, Senior Transition, Senior Service, Advisory curriculum, college trips, and student support services through academic, social, and emotional counseling including student and parent information nights.

- A. College and Career Readiness Activities
- B. Senior Service
- C. AP Retreat and Resources

ACTUAL

85 high school students participated in one of two College Trips; one trip was held in the Fall of 2017 and one in the Spring of 2018.

AP Study Guides were purchased for AP Geography

44 students participated in Senior Service during Period 8

The AP Retreat was held May 3rd – 5th. 122 students, led by 9 Faculty, participated in this AP test prep opportunity.

AP Test registration through Total Registration

Expenditures

BUDGETED

- A. \$10,000.00
- B. \$16,000.00
- C. \$9,500.00

ESTIMATED ACTUAL

- A. \$ 5,650.00
- B. 0.00
- C. \$ 10,000.00

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	5		
Actions/Services		PLANNED Purchase and administration of the PSAT for all 8 th , 10 th , and 11 th grade students.	ACTUAL The PSAT was purchased and administered to all students in grades 8, 10, and 11.
Expenditures		BUDGETED \$5,000.00	ESTIMATED ACTUAL \$ 5,450.00

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	6		
Actions/Services		PLANNED Partner with Stanford University's sponsored program through Challenge Success; develop and implement identified goals.	ACTUAL Purchased the Stanford Survey of Adolescent School Experiences for all students. A team of individuals participated in the Challenge Success Fall 2017 and Spring 2018 conference and training.
Expenditures		BUDGETED \$7,000.00	ESTIMATED ACTUAL \$15,704.60

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

7

Actions/Services

PLANNED

Provide direct support to the instructional program in two universal areas: 1- technology, and 2- literacy. One section will be allocated for this purpose.

ACTUAL

One section in the Master Schedule was allocated for teacher support in the areas of technology and literacy.

Expenditures

BUDGETED

\$17,000.00

ESTIMATED ACTUAL

\$14,550.13

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

8

Actions/Services

PLANNED

Enhance learning opportunities through accessibility to the 21st Century Classroom; utilization of technology as a tool for learning in a global community
A. Technology Replacement

ACTUAL

Replacement of 7 Classroom sets of Google Chromebooks and the addition of 1 new class set. Chromebooks that were damaged and/or no longer working were replaced.

Expenditures

BUDGETED

A. \$105,072.00

ESTIMATED ACTUAL

\$82,822.56

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

9

Actions/Services

PLANNED

Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program

Textbooks and Resources

ACTUAL

Textbooks and Resources

Expenditures

BUDGETED

\$222,897.00

ESTIMATED ACTUAL

\$317,812.48

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

10

Actions/Services

PLANNED

Not articulated in the LCAP

ACTUAL

EADMS

Expenditures

BUDGETED

\$0

ESTIMATED ACTUAL

\$4,202.25

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 11

Actions/Services	PLANNED Not articulated in the LCAP	ACTUAL Purchased Chicken Soup for the Soul curriculum for sixth grade advisory.
	BUDGETED \$0	ESTIMATED ACTUAL \$742.06
Expenditures		

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 12

Actions/Services	PLANNED Not articulated in the LCAP	ACTUAL Purchased and administered the National Latin Exam to all students in Latin I – Latin V
	BUDGETED \$0	ESTIMATED ACTUAL \$1,238.38
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.	Counselors continue to have ongoing and regular contact with LI and underachieving students. Collaboration efforts between Shasta College, school administration, faculty, and the School Board of U-Prep have continued to provide f a pathway to offer dual enrollment.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Increased number of students who have been ensured college credit as a result of dual enrollment. Have increased the number of students eligible for advanced math as a result of summer school opportunity. Students participated in multiple College and Career Readiness activities including, college visits, AP Retreat, and Senior Service. The PSAT was purchased and administered to all students in grades 8, 10, and 11. Results were shared with departments as a tool to strategize areas of focus. A team of eight individuals made up of administrators, teachers, and students attending the Challenge Success training at Stanford University in the fall and in the spring. In the fall, all students were administered the Stanford Adolescent Survey, and the results shared with the staff, Board, and Parent Venture.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material difference between budgeted expenditures and estimated actuals is due to increased Dual Enrollment offerings.
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.	In 2018-2019, Goal two will remain unchanged. There will be an increased focus on actions/services related to Naviance and Challenge Success. Some teachers will also pilot new technology (Surface Pro's) in the 2018-2019 school year. (2018-2019 Goal 2 pgs. 45-49)

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

Through a model of continuous improvement, all staff will be provided with ongoing training and collaboration; identified areas of focus will be aligned with the school mission and data outcomes.

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

Metrics/Indicators	Baseline	2017-18
Test Scores	Varied depending on test administered and data reported	Gains in improvements will be specific to areas of focus as noted in test data instructional reports and teacher observation of student performance
Conference Reports and Collaboration Meeting Agendas	Baseline data to be determined in 2017-2018	Each department will participate in professional development and/or collaboration during the school year

AP English Vertical Team Summer Institute. A team representing grades six through eleven attended this intensive multiple-day training. Came back with a short-term and long-term goals around four key areas of the AP curriculum; Close Reading, Critical Thinking, Grammar, Composition. On-going collaboration around achieving the defined goals occurred throughout the school year.

Members from each department attended at least one form of Professional Development or collaboration during the 2017-2018 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		PLANNED Professional Development and Collaboration	ACTUAL Members from each department participated in at least one form of Professional Development or Collaboration during the 2017-2018 School Year. Professional Development specific to other Goals in the 2017-2018 LCAP are not included here; (Goal 1) EL/ELPAC, (Goal 2) Challenge Success, (Goal 4) ALICE training.
		BUDGETED \$44,500.00	ESTIMATED ACTUAL \$43,099.17
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.	Professional Development needs for 2017-2018 were determined through; end of year meetings, department chairs, administration, and school-wide goals. Specific focus was given to Professional Development opportunities that addressed, vertical alignment, Next Generation Science Standards, and our participation in Stanford University's Challenge Success program.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Each department including math, science, English, social science, world languages, art, music, dance, Advanced Placement, and counseling participated in collaboration and professional development.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted and estimated actual expenses. All AP program and Challenge Success Professional Development were accounted for in Goal number two.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There are no changes to this goal moving forward. Professional Development in the areas of AP, Next Generation Science Standards, and Challenge Success continue to be an area of focus and are articulated in goals number two and three in future LCAP's. (pg. 49, 55)

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

Provide a safe and orderly learning environment that supports a positive school climate and culture.

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

Metrics/Indicators	Baseline	2017-18
Climate Survey	Baseline data to be determined in 2017-2018	70% of students and parents surveyed will report feeling safe on campus.
Climate Survey	Baseline data to be determined in 2017-2018	70% of parents surveyed will report good communication between school and home.
Climate Survey	Baseline data to be determined in 2017-2018	70% of parents surveyed will report an awareness of the variety of opportunities to partner with U-Prep.

80% of students and parents surveyed in 2017-2018 reported feeling safe on campus.
100% of parents surveyed are satisfied with and are accessing the various forms of communication currently offered.
100% of parents surveyed provided input related to parent engagement opportunities. The majority of parents are most willing to participate in grade level events followed by fieldtrips. Parents are more likely to participate in activities related to their child's program then school-wide booster organizations.

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 Continue to provide a Student Safety Supervisor to assist campus security and implementation of the School Safety Plan.	ACTUAL Continued focus on campus safety by retaining the position of the Student Safety Supervisor. Increased safety education for staff and students through the adoption of the ALICE program, including training.
Expenditures		BUDGETED \$11,000.00	ESTIMATED ACTUAL \$ 11,350.39 Student Safety Supervisor \$ 1,190.00 ALICE Training \$ 1,440.00 ALICE Membership

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	2		
Actions/Services		PLANNED Provide on-going communication with students, parents, community partners, and the School Board through a variety of sources which include; re-designed website, print, and automated messages (School Messenger).	ACTUAL School Messenger continued to be a tool utilized by the school to communicate with parents on a regular basis. New in 2017-2018; our U-Prep APP, <i>u-prep panthers</i> , was created and introduced to U-Prep families.
Expenditures		BUDGETED \$10,000.00	ESTIMATED ACTUAL \$ 8,313.45

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	3		
Actions/Services		PLANNED Establish a Parent Partners group to assist in providing on-going input and feedback regarding school programs and outcomes.	ACTUAL Parent Venture was established in 2017-2018 to (1) serve as a partner with the school staff by providing input and insights regarding the U-Prep experience through a parental lens, and (2) to have a dialogue around the different aspects of school programs and operations inclusive of past, present, and future policies, programs, and practices.
	Expenditures	BUDGETED \$1,000.00	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.	<p>School safety continues to be a priority for U-Prep. The Student Safety Supervisor position added in 2013-2014 has remained in place. In 2017-2018 U-Prep began the process of becoming an ALICE certified school.</p> <p>School communication was improved in 2017-2018 with the addition of a school App accessible on the APP store.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>80% of students and parents survey feel safe on campus.</p> <p>Parents surveyed reported utilization of the multiple school-to-home communication systems available.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>The difference in budgeted expenditures and estimate actuals are not considered material.</p>
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.	<p>The School Safety Committee will develop an updated action plan that is responsive to the input received from the staff, climate, and LCAP survey data. (2018-2019 LCAP pgs. 57-59)</p>

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?

Parent Venture met on November 30, 2017, December 19, 2017, January 18, 2018, February 20, 2018, March 23, 2018, and April 16, 2018

Parent Survey

All Grade Levels participated in the Stanford Adolescent Survey

After School Program Survey

Transportation Survey

School Climate Survey

Faculty and staff individual meetings regarding safety, annual end of year meetings (Review of Professional Development, Instructional needs, and Technology needs).

IMPACT ON LCAP AND ANNUAL UPDATE

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

Survey data guided the 2018-2021 LCAP actions and changes in the following areas.

Home-To-School transportation services will increase in areas indicated by survey results. After School transportation will be provided for students needing after school care, which will be provided at the local YMCA. Course offerings including, additional study halls and Bridge 8, will be added. Naviance and parent education will be a focus in the 2018-2019 LCAP. Development and implementation of Challenge Success goals in 2018-2019 will address various survey indicators not currently defined.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Increase availability and access to universal and targeted academic support programs that facilitate student success in an academically rigorous, college-going learning environment.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Identify and support underachieving students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Diagnostic data	<p>In 2017-2018 EADMS/IO Ed was introduced. By the end of the 2018-2019 school year an assessment plan for administration of block assessments throughout the year will be implemented in math, language arts, and science (6-8).</p> <p>2017-2018 PSAT Baseline Data for grades 8, 10, and 11 is as follows; (Grade 8) ERW 90%, math 78%, (Grade 10) ERW 88%, math 68% (Grade 11) ERW 86% math 71%.</p>	<p>100% of our junior high students will be progressed monitored in the areas of math, language arts, and science utilizing,EADMS/IO Ed diagnostic instrument.</p> <p>100% of students in grades 8 - 11 will be administered the PSAT as a means to monitor, benchmark targets aligned to the SAT.</p>	<p>100% of our junior high students will be progressed monitored in the areas of math, language arts, and science utilizing,EADMS/IO Ed diagnostic instrument.</p> <p>100% of students in grades 8 - 11 will be administered the PSAT as a means to monitor, benchmark targets aligned to the SAT.</p>	<p>100% of our junior high students will be progressed monitored in the areas of math, language arts, and science utilizing,EADMS/IO Ed diagnostic instrument.</p> <p>100% of students in grades 8 -11 will be administered the PSAT as a means to monitor, benchmark targets aligned to the SAT.</p>

Teacher Recommendation	Identified students are below grade level as of August 2018	100% of students enrolled in Bridge or math lab will improve their performance based on established goals.	100% of students enrolled in Bridge or math lab will improve their performance based on established goals.	100% of students enrolled in Bridge or math lab will improve their performance based on established goals.
State Testing	Identified students are below grade level as reported on Spring 2018 testing data	100% of students enrolled in Bridge or math lab will improve their performance based on established goals.	100% of students enrolled in Bridge or math lab will improve their performance based on established goals.	100% of students enrolled in Bridge or math lab will improve their performance based on established goals.
Student Grades	73% of students enrolled in math lab in 2017-2018 showed improvement in math. 100% of students enrolled in Bridge in 2017-2018 showed improvement in language arts.	100% of students enrolled in Bridge or Math Lab will receive a "C" or better the subject matter summative grading system.	100% of students enrolled in Bridge or Math Lab will receive a "C" or better the subject matter summative grading system.	100% of students enrolled in Bridge or Math Lab will receive a "C" or better the subject matter summative grading system.
Student Survey	Annual Course offering requests (2018-2019) indicated interests and need for continuance of academic support classes such as; Junior High Study Hall, High School Study hall, Saturday School, Bridge, Math Lab, Tutorial, Advisory, and Friday office hours.	100% of students receiving additional services will have reported that they have used peer tutoring, study hall, Bridge, or other academic support services such as academic Saturday school, tutorial, Advisory, Friday office hours.	100% of students receiving additional services will have reported that they have used peer tutoring, study hall, Bridge, or other academic support services such as academic Saturday school, tutorial, Advisory, Friday office hours.	100% of students receiving additional services will have reported that they have used peer tutoring, study hall, Bridge, or other academic support services such as academic Saturday school, tutorial, Advisory, Friday office hours.
Parent Survey	Parents will be surveyed to determine interests and needs for parent education as well as timeframes conducive to participation.	100% of the parent community will be invited to participate in parent education based on parental and school staff input.	100% of the parent community will be invited to participate in parent education based on parental and school staff input.	100% of the parent community will be invited to participate in parent education based on parental and school staff input.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☐ All ☐ Students with Disabilities X [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 X Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

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

ACTIONS/SERVICES

2018-19

☐ New X Modified ☐ Unchanged

Purchase EADMS/IO Ed diagnostic instrument to assist in the determination of students needing remediation in math, language arts, and/or science

2019-20

☐ New ☐ Modified X Unchanged

Purchase EADMS/IO Ed diagnostic instrument to assist in the determination of students needing remediation in math, language arts, and/or science

2020-21

☐ New ☐ Modified X Unchanged

Purchase EADMS/IO Ed diagnostic instrument to assist in the determination of students needing remediation in math, language arts, and/or science

BUDGETED EXPENDITURES

2018-19

Amount \$5,000.00

Source LCFF – Supp/Conc

Budget Reference 5830 Software License

2019-20

Amount \$5,000.00

Source LCFF – Supp/Conc

Budget Reference 5830 Software License

2020-21

Amount \$5,000.00

Source LCFF – Supp/Conc

Budget Reference 5830 Software License

PLANNED ACTIONS / SERVICES

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

Action **2**

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

☐ New ☒ Modified ☐ Unchanged

- A. Allocate sections in the Master Schedule to address literacy/academic skills and math remediation need, and study hall opportunities.
- B. Instructional resources for math and reading

2019-20

☐ New ☐ Modified ☒ Unchanged

- A. Allocate sections in the Master Schedule to address literacy/academic skills and math remediation need, and study hall opportunities.
- B. Instructional resources for math and reading

2020-21

☐ New ☐ Modified ☒ Unchanged

- A. Allocate sections in the Master Schedule to address literacy/academic skills and math remediation need, and study hall opportunities.
- B. Instructional resources for math and reading

BUDGETED EXPENDITURES

2018-19

Amount

A. \$45,000.00
B. \$ 1,000.00

Source

A. LCFF – Supp/Conc

2019-20

Amount

A. \$45,000.00
B. \$ 1,000.00

Source

A. LCFF – Supp/Conc

2020-21

Amount

A. \$45,000.00
B. \$ 1,000.00

Source

A. LCFF – Supp/Conc

Budget
Reference

B. LCFF – Supp/Conc

A. 1110 Teacher Salaries, 3XXX
Certificated Benefits
B. 4310 Instructional Materials

Budget
Reference

B. LCFF –Supp/Conc

A. 1110 Teacher Salaries, 3XXX
Certificated Benefits
B. 4310 Instructional Materials

Budget
Reference

B. LCFF – Supp/Conc

A. 1110 Teacher Salaries, 3XXX
Certificated Benefits
B. 4310 Instructional Materials

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 **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

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Maintain additional Counselor added in 2015-2016 for continued academic and student support services.

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain additional Counselor added in 2015-2016 for continued academic and student support services.

2020-21

☐ New ☐ Modified ☒ Unchanged

Maintain additional Counselor added in 2015-2016 for continued academic and student support services.

BUDGETED EXPENDITURES

2018-19

Amount

\$110,000.00

Source

LCFF- Supp/Conc

2019-20

Amount

\$110,000.00

Source

LCFF- Supp/Conc

2020-21

Amount

\$110,000.00

Source

LCFF- Supp/Conc

Budget
Reference

1250 Counselor Salary, 3xxx
Certificated Benefits

Budget
Reference

1250 Counselor Salary, 3xxx
Certificated Benefits

Budget
Reference

1250 Counselor Salary, 3xxx
Certificated Benefits

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 **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 ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide a safe facility and personnel for students to access before school, during school, and after school for the purpose of instructional help through peer tutoring and technology access.
(Room 299 Resource Center)

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide a safe facility and personnel for students to access before school, during school, and after school for the purpose of instructional help through peer tutoring and technology access.
(Room 299 Resource Center)

2020-21

☐ New ☐ Modified ☒ Unchanged

Provide a safe facility and personnel for students to access before school, during school, and after school for the purpose of instructional help through peer tutoring and technology access.
(Room 299 Resource Center)

BUDGETED EXPENDITURES

2018-19

Amount	\$45,000.00
Source	LCFF-Supp/Conc
Budget Reference	2410 Clerical, 3xxx classified benefits

2019-20

Amount	\$45,000.00
Source	LCFF – Supp/Conc
Budget Reference	2410 Clerical, 3xxx classified benefits

2020-21

Amount	\$45,000.00
Source	LCFF – Supp/Conc
Budget Reference	2410 Clerical, 3xxx classified benefits

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 **5**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Parent Involvement/Education classes will be offered to better equip parents to support their students in college-prep learning environment.

2019-20

☐ New ☐ Modified ☒ Unchanged

Parent Involvement/Education classes will be offered to better equip parents to support their students in college-prep learning environment.

2020-21

☐ New ☐ Modified ☒ Unchanged

Parent Involvement/Education classes will be offered to better equip parents to support their students in college-prep learning environment.

BUDGETED EXPENDITURES

2018-19

Amount \$1,000.00

Source LCFF

Budget Reference 4510 General Supplies

2019-20

Amount \$1,000.00

Source LCFF

Budget Reference 4510 General Supplies

2020-21

Amount \$1,000.00

Source LCFF

Budget Reference 4510 General Supplies

Action 6

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

Students to be Served

☐ All ☐ Students with Disabilities X [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 X Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

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

ACTIONS/SERVICES

2018-19

X New ☐ Modified ☐ Unchanged

Study Hall classes will be offered to both junior high and high school students as an increased academic support service.

2019-20

☐ New ☐ Modified X Unchanged

Study Hall classes will be offered to both junior high and high school students as an increased academic support service.

2020-21

☐ New ☐ Modified X Unchanged

Study Hall classes will be offered to both junior high and high school students as an increased academic support service.

BUDGETED EXPENDITURES

2018-19

Amount \$145,000.00

Source LCFF – Supp/Conc

Budget Reference

A. 1110 Teacher Salaries, 3XXX
Certificated Benefits

2019-20

Amount \$145,000.00

Source LCFF - Supp/Conc

Budget Reference

A. 1110 Teacher Salaries, 3XXX
Certificated Benefits

2020-21

Amount \$145,000.00

Source LCFF - Supp/Conc

Budget Reference

A. 1110 Teacher Salaries, 3XXX
Certificated Benefits

Action 7

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 X Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

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

ACTIONS/SERVICES

2018-19

X New ☐ Modified ☐ Unchanged

Academic Saturday School will be offered for middle school students

2019-20

☐ New ☐ Modified X Unchanged

Academic Saturday School will be offered for middle school students

2020-21

☐ New ☐ Modified X Unchanged

Academic Saturday School will be offered for middle school students

BUDGETED EXPENDITURES

2018-19

Amount \$1,000.00

Source LCFF – Supp/Conc

Budget Reference

1115 Teacher Extra Duty, 3XXX Certificated Benefits

2019-20

Amount \$1,000.00

Source LCFF – Supp/Conc

Budget Reference

1115 Teacher Extra Duty, 3XXX Certificated Benefits

2020-21

Amount \$1,000.00

Source LCFF – Supp/Conc

Budget Reference

1115 Teacher Extra Duty, 3XXX Certificated Benefits

Action 8

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

☒ New ☐ Modified ☐ Unchanged

Re-routing of Home-to-School transportation to provide increased access for students

2019-20

☐ New ☐ Modified ☒ Unchanged

Home-to-School Transportation

2020-21

☐ New ☐ Modified ☒ Unchanged

Home-to-School Transportation

BUDGETED EXPENDITURES

2018-19

Amount \$36,000.00

Source LCFF

Budget Reference 5750 Inter-program Transfer

2019-20

Amount \$36,000.00

Source LCFF

Budget Reference 5750 Inter-program Transfer

2020-21

Amount \$36,000.00

Source LCFF

Budget Reference 5750 Inter-program Transfer

Action 9

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

☒ New ☐ Modified ☐ Unchanged

Provide after-school transportation for students attending after-school care at the YMCA.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide after-school transportation for students attending after-school care at the YMCA.

2020-21

☐ New ☐ Modified ☒ Unchanged

Provide after-school transportation for students attending after-school care at the YMCA.

BUDGETED EXPENDITURES

2018-19

Amount \$3,000.00

Source LCFF

Budget Reference 5750 Inter-program Transfer

2019-20

Amount \$3,000.00

Source LCFF

Budget Reference 5750 Inter-program Transfer

2020-21

Amount \$3,000.00

Source LCFF

Budget Reference 5750 Inter-program Transfer

☐ New☐ Modified

X Unchanged

Goal 2

Students will be immersed in rigorous academics and meaningful extra-curricular activities and supported close-knit community of teacher/advisors, which will enable them to choose any course of post-secondary education.

State and/or Local Priorities Addressed by this goal:

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

LOCAL _____

Identified Need

Enhance university level preparation in fine arts, literature, languages, history, math, science, and philosophy. Expand opportunities for students to achieve their leadership and academic potential.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Master Schedule IGETC Stipends	5 Dual Enrollment courses	5 Dual Enrollment courses	Offer additional Dual Enrollment course	Offer additional Dual Enrollment course
Summer School roster of students who are eligible for enrollment in advanced math	Summer of 2018: 80% of students who complete summer school will be enrolled in Algebra II/Integrated III.	Increased % of students accessing advanced math by completing summer school course offerings.	Increased % of students accessing advanced math by completing summer school course offering to 90%	Increased % of students accessing advanced math by completing summer school course offering to 95%
Student Survey	Survey data from Spring of 2018 indicates that 73% of students are aware of Naviance.	80% of Juniors will report an awareness of Naviance and have accessed the tool as a resource for college and career readiness.	85% Students will report an awareness of Naviance and have accessed the tool as a resource for college and career readiness.	90% Students will report an awareness of Naviance and have accessed the tool as a resource for college and career readiness.
Participant Attendance and Identified Goals	Development of an action plan in 17-18 and implementation beginning in 2018-19	Initial implementation of goals through the Challenge Success partnership	Continued implementation of developed goals	Full implementation of developed goals.
College and Career Readiness indicators as measured by the California School Dashboard	Fall 2017 California School Dashboard indicates that 82.5% of students in the Class of 2016 are College and Career ready			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Continuance of dual enrollment offerings for students (embed with AP offerings taught by U-Prep staff)

2018-19

☐ New ☐ Modified ☒ Unchanged

Continuance of dual enrollment offerings for students (embed with AP offerings taught by U-Prep staff)

2019-20

☐ New ☐ Modified ☒ Unchanged

Continuance of dual enrollment offerings for students (embed with AP offerings taught by U-Prep staff)

BUDGETED EXPENDITURES

2018-19

Amount \$300,000.00

Source LCFF

Budget Reference 1110 Teacher Salaires, 1115 Teacher Extra Duty, 3xxx Certificated Benefits

2019-20

Amount \$308,100.00

Source LCFF

Budget Reference 1110 Teacher Salaires, 1115 Teacher Extra Duty, 3xxx Certificated Benefits

2020-21

Amount \$ 316,419.00

Source LCFF

Budget Reference 1110 Teacher Salaires, 1115 Teacher Extra Duty, 3xxx Certificated Benefits

PLANNED ACTIONS / SERVICES

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

Action **2**

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 type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Summer School for math advancement	Summer School for math advancement	Summer School for math advancement

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount A. \$5,000.00 B. \$1,000.00	Amount A. \$5,000.00 B. \$1,000.00	Amount A. \$5,000.00 B. \$1,000.00
Source LCFF	Source LCFF	Source LCFF
Budget Reference 1115 Teacher Extra Duty, 3xxx Certificated Benefits 4310 Instructional Materials	Budget Reference 1115 Teacher Extra Duty, 3xxx Certificated Benefits 4310 Instructional Materials	Budget Reference 1115 Teacher Extra Duty, 3xxx Certificated Benefits 4310 Instructional Materials

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

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Utilize Naviance as a tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions (6th-12th grades)

2019-20

☐ New ☐ Modified ☒ Unchanged

Utilize Naviance as a tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions (6th-12th grades)

2020-21

☐ New ☐ Modified ☒ Unchanged

Utilize Naviance as a tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions (6th-12th grades)

BUDGETED EXPENDITURES

2018-19

Amount

A. \$6,000.00
B. \$1,000.00

Source

LCFF

Budget
Reference

A. 5830 Software License
B. 4510 General Supplies

2019-20

Amount

A. \$6,000.00
B. \$1,000.00

Source

LCFF

Budget
Reference

A. 5830 Software License
B. 4510 General Supplies

2020-21

Amount

A. \$6,000.00
B. \$1,000.00

Source

LCFF

Budget
Reference

A. 5830 Software License
B. 4510 General Supplies

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 **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 ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

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

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

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide opportunities for students to be better prepared to succeed in a college and career readiness environment at U-Prep including: AP test prep (AP Retreat), AP resources, Senior Transition, Senior Service, Advisory curriculum, college trips, and student support services through academic, social, and emotional counseling including student and parent information nights.

- D. College and Career Readiness Activities
- E. Senior Service
- F. AP Retreat and Resources

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide opportunities for students to be better prepared to succeed in a college and career readiness environment at U-Prep including: AP test prep (AP Retreat), AP resources, Senior Transition, Senior Service, Advisory curriculum, college trips, and student support services through academic, social, and behavioral counseling including student and parent information nights.

- A. College and Career Readiness Activities
- B. Senior Service
- C. AP Retreat and Resources

2020-21

☐ New ☐ Modified ☒ Unchanged

Provide opportunities for students to be better prepared to succeed in a college and career readiness environment at U-Prep including: AP test prep (AP Retreat), AP resources, Senior Transition, Senior Service, Advisory curriculum, college trips, and student support services through academic, social, and emotional counseling including student and parent information nights.

- A. College and Career Readiness Activities
- B. Senior Service
- C. AP Retreat and Resources

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
A. \$5,000.00 B. \$2,500.00 C. \$10,000.00	A. \$5,000.00 B. \$2,500.00 C. \$10,000.00	A. \$5,000.00 B. \$2,500.00 C. \$10,000.00
A. LCFF B. LCFF C. LCFF	A. LCFF B. LCFF C. LCFF	A. LCFF B. LCFF C. LCFF
A. 5801 General Operating, 4510 General Supplies B. 4510 General Supplies C. 1115 Teacher Extra Duty, 3XXX Certificated Benefits, 5750 Transportation	A. 5801 General Operating 4510 General Supplies B. 4510 General Supplies C. 1115 Teacher Extra Duty, 3XXX Certificated Benefits, 5750 Transportation	A. 5801 General Operating 4510 General Supplies B. 4510 General Supplies C. 1115 Teacher Extra Duty, 3XXX Certificated Benefits, 5750 Transportation

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 **5**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Purchase and administration of the PSAT for all 8th, 10th, and 11th grade students.

2019-20

☐ New ☐ Modified ☒ Unchanged

Purchase and administration of the PSAT for all 8th, 10th, and 11th grade students.

2020-21

☐ New ☐ Modified ☒ Unchanged

Purchase and administration of the PSAT for all 8th, 10th, and 11th grade students.

BUDGETED EXPENDITURES

2018-19

Amount \$6,000.00

Source LCFF

Budget Reference 4560 Testing Materials, 4310 Instructional Materials

2019-20

Amount \$6,000.00

Source LCFF

Budget Reference 4560 Testing Materials, 4310 Instructional Materials

2020-21

Amount \$6,000.00

Source LCFF

Budget Reference 4560 Testing Materials, 4310 Instructional Materials

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 **6**

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

2019-20

2020-21

☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

Develop goals through participation in the Challenge Success program

Implement identified goals developed through Challenge Success program

Implement identified goals developed through Challenge Success program

BUDGETED EXPENDITURES

2018-19

2019-20

2020-21

Amount \$7,000.00

Amount \$5,000.00

Amount \$5,000.00

Source LCFF

Source LCFF

Source LCFF

Budget Reference 5210 Conference and Travel

Budget Reference 4310 Instructional Resources

Budget Reference 4310 Instructional Resources

Action 8

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Enhance learning opportunities through accessibility to the 21st Century Classroom; utilization of technology as a tool for learning in a global community
B. Technology Replacement

2019-20

☐ New ☐ Modified ☒ Unchanged

Enhance learning opportunities through accessibility to the 21st Century Classroom; utilization of technology as a tool for learning in a global community
A. Technology Replacement

2020-21

☐ New ☐ Modified ☒ Unchanged

Enhance learning opportunities through accessibility to the 21st Century Classroom; utilization of technology as a tool for learning in a global community
A. Technology Replacement

BUDGETED EXPENDITURES

2018-19

Amount \$105,000.00

Source LCFF

Budget Reference 4410 No Capitalized Equipment, 4510 General Supplies

2019-20

Amount \$105,000.00

Source LCFF

Budget Reference 4410 No Capitalized Equipment, 4510 General Supplies

2020-21

Amount \$105,000.00

Source LCFF

Budget Reference 4410 No Capitalized Equipment, 4510 General Supplies

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 **9**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program
A. Textbooks and Resources

2019-20

☐ New ☐ Modified ☒ Unchanged

Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program
A. Textbooks and Resources

2020-21

☐ New ☐ Modified ☒ Unchanged

Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program
A. Textbooks and Resources

BUDGETED EXPENDITURES

2018-19

Amount \$220,000.00

Source LCFF

Budget Reference
4110 Textbooks, 4210 Other Books,
4310 Instructional Materials

2019-20

Amount \$220,000.00

Source LCFF

Budget Reference
4110 Textbooks, 4210 Other Books,
4310 Instructional Materials

2020-21

Amount \$220,000.00

Source LCFF

Budget Reference
4110 Textbooks, 4210 Other Books,
4310 Instructional Materials

4510 General Supplies

4510 General Supplies

4510 General Supplies

Action **10**

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

[Students to be Served](#)☒ All☐ Students with Disabilities☐ [Specific Student Group(s)][Location\(s\)](#)☒ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____**OR**

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

[Students to be Served](#)☐ English Learners☐ Foster Youth☐ Low Income[Scope of Services](#)☐ LEA-wide☐ Schoolwide**OR**☐ Limited to Unduplicated Student Group(s)[Location\(s\)](#)☐ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____[ACTIONS/SERVICES](#)**2018-19**☒ New ☐ Modified ☐ UnchangedPennies on Purpose Advisory curriculum for students in the 8th and 11th grades**2019-20**☐ New ☐ Modified ☒ UnchangedPennies on Purpose Advisory curriculum for students in the 8th and 11th grades**2020-21**☐ New ☐ Modified ☒ UnchangedPennies on Purpose Advisory curriculum for students in the 8th and 11th grades[BUDGETED EXPENDITURES](#)**2018-19**

Amount \$2,500.00

Source LCFF

Budget Reference
4310 Instructional Materials
4510 General Supplies**2019-20**

Amount \$2,500.00

Source LCFF

Budget Reference
4310 Instructional Materials
4510 General Supplies**2020-21**

Amount \$2,500.00

Source LCFF

Budget Reference
4310 Instructional Materials
4510 General Supplies

Action 11

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2018-19

☒ New ☐ Modified ☐ Unchanged

Self Defense course offered through physical education

2019-20

☐ New ☐ Modified ☒ Unchanged

Self Defense course offered through physical education

2020-21

☐ New ☐ Modified ☒ Unchanged

Self Defense course offered through physical education

BUDGETED EXPENDITURES

2018-19

Amount \$2,500.00

Source LCFF

Budget Reference 4510 General Supplies
5805 Personal Contract Instructor

2019-20

Amount \$2,500.00

Source LCFF

Budget Reference 4510 General Supplies
5805 Personal Contract Instructor

2020-21

Amount \$2,500.00

Source LCFF

Budget Reference 4510 General Supplies
5805 Personal Contract Instructor

☐ New

☐ Modified

X Unchanged

Goal 3

Through a model of continuous improvement, all staff will be provided with ongoing training and collaboration; identified areas of focus will be aligned with the school mission and data outcomes.

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

STATE ☐ 1 X 2 ☐ 3 X 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Address areas of growth as reflected in multiple measures of student and programmatic performance (e.g. state assessment performance of individual students and broad content area outcomes).

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Conference Reports Collaboration Meeting Agendas and Internal Staff Development Days	Baseline data to be determined in 2017-2018	Each department will participate in professional development and/or collaboration during the school year	Each department will participate in professional development and/or collaboration during the school year	Each department will participate in professional development and/or collaboration during the school year

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

2019-20

2020-21

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

Professional Development and Collaboration

Professional Development and Collaboration

Professional Development and Collaboration

BUDGETED EXPENDITURES

2018-19

2019-20

2020-21

Amount \$45,500.00

Amount \$45,500.00

Amount \$45,500.00

Source LCFF

Source LCFF

Source LCFF

Budget Reference
1115 Teacher Extra Duty, 3xxx
Certificated Benefits, 5210
Conference and Travel

Budget Reference
1115 Teacher Extra Duty, 3xxx
Certificated Benefits, 5210
Conference and Travel

Budget Reference
1115 Teacher Extra Duty, 3xxx
Certificated Benefits, 5210
Conference and Travel

☐ New☐ Modified☒ Unchanged

Goal 4

Provide a safe and orderly learning environment that supports a positive school climate and culture.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Further develop the school culture and enhance the school climate through stakeholder engagement

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Climate Survey	80% of students and parents surveyed in 2017-2018 reported feeling safe on campus.			
Climate Survey	100% of parents surveyed are satisfied with and are accessing the various forms of communication currently offered.	On-going analysis of preferred venues for most effective home-to-school communication strategies.	On-going analysis of preferred venues for most effective home-to-school communication strategies.	On-going analysis of preferred venues for most effective home-to-school communication strategies.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Continue to provide a Student Safety Supervisor to assist campus security and implementation of the School Safety Plan.

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue to provide a Student Safety Supervisor to assist campus security and implementation of the School Safety Plan.

2020-21

☐ New ☐ Modified ☒ Unchanged

Continue to provide a Student Safety Supervisor to assist campus security and implementation of the School Safety Plan.

BUDGETED EXPENDITURES

2018-19

Amount 11,000.00

Source LCFF

Budget Reference 2412 Classified Sub and 3xxx, Classified Benefits

2019-20

Amount 11,000.00

Source LCFF

Budget Reference 2412 Classified Sub and 3xxx, Classified Benefits

2020-21

Amount 11,000.00

Source LCFF

Budget Reference 2412 Classified Sub and 3xxx, Classified Benefits

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 ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

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

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

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

ACTIONS/SERVICES

2018-19

☒ New ☐ Modified ☐ Unchanged

School Safety Committee will develop an updated action plan that is responsive to the input received from the staff, climate, and LCAP survey data.

2019-20

☐ New ☐ Modified ☒ Unchanged

School Safety Committee will develop an updated action plan that is responsive to the input received from the staff, climate, and LCAP survey data.

2020-21

☐ New ☐ Modified ☒ Unchanged

School Safety Committee will develop an updated action plan that is responsive to the input received from the staff, climate, and LCAP survey data.

BUDGETED EXPENDITURES

2018-19

Amount 2,500.00

Source LCFF

Budget Reference
4510 General Supplies
5801 General Operations

2019-20

Amount 2,500.00

Source LCFF

Budget Reference
4510 General Supplies
5801 General Operations

2020-21

Amount 2,500.00

Source LCFF

Budget Reference
4510 General Supplies
5801 General Operations

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

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

☒ New ☐ Modified ☐ Unchanged

ALICE training

2019-20

☐ New ☐ Modified ☒ Unchanged

Continued membership in ALICE and on-going training.

2020-21

☐ New ☐ Modified ☒ Unchanged

Continued membership in ALICE and on-going training.

BUDGETED EXPENDITURES

2018-19

Amount 2,500.00

Source LCFF

Budget Reference
4510 General Supplies
5801 General Operations

2019-20

Amount 2,500.00

Source LCFF

Budget Reference
4510 General Supplies
5801 General Operations

2020-21

Amount 2,500.00

Source LCFF

Budget Reference
4510 General Supplies
5801 General Operations

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 **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 ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide on-going communication with students, parents, community partners, and the School Board through a variety of sources which include; re-designed website, print, and automated messages (School Messenger).

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide on-going communication with students, parents, community partners, and the School Board through a variety of sources which include; re-designed website, print, and automated messages (School Messenger).

2020-21

☐ New ☐ Modified ☒ Unchanged

Provide on-going communication with students, parents, community partners, and the School Board through a variety of sources which include; re-designed website, print, and automated messages (School Messenger).

BUDGETED EXPENDITURES

2018-19

Amount \$5,000.00

Source LCFF

Budget Reference 5801General Operating

2019-20

Amount \$5,000.00

Source LCFF

Budget Reference 5801General Operating

2020-21

Amount \$5,000.00

Source LCFF

Budget Reference 5801General Operating

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2018-19 ☐ 2019-20 ☐ 2020-21

Estimated Supplemental and Concentration Grant Funds:

\$267,288.00

Percentage to Increase or Improve
Services:

3.31%

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](#)).

A School counselor has specifically been assigned to provide support to unduplicated and/or underachieving pupils. Additional support will be provided through the instructional program as indicated by section allocation; focused on reading and study skills (Bridge) and math. Assessments in language arts, math and science will be administered through the EADMS/IO Ed program. Students also receive peer tutoring services in the resource center available before, during, and after school. Study Hall offerings for high school students has increased and the 2018-2019 school year will bring the addition of junior high study hall.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.

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

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016