

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)

[California School Dashboard](#): 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

Contact Name and Title

Email and Phone

University Preparatory School

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2019-2022 Plan Summary

The Story

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 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); (4) college and career readiness opportunities and programs (e.g. Naviance, Study Halls, AP Retreat); (5) tools to progress monitor student and programmatic progress through EADMS and 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; (8) provision for after-school transportation to YMCA; and home-school communication tools (UPrep Panthers app). New offerings and services include: (1) Offering Business Career Tech Ed course one; (2) providing a BRIDGE 9 Summer Program; (3) offering a Geometry Summer School course; and (4) Offering a sixth dual enrolled course; (5) Implementing College Board Pre-AP Biology (including adoption and implementation of NGSS/Pre-AP aligned instructional materials), Pre-AP English I, and Pre-AP Visual Art courses; (6) Implementation of NGSS-aligned instructional materials in junior high.

Review of Performance

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

Greatest Progress

Outcomes related to the school mission as follows: 1) PSAT scores at the 8th, 10th and 11th grades (administered to all students) are well above the state and national averages; 2) State assessments are well above the local and state averages; 3) Increased opportunities for college advancement and credit through overlaying dual enrolled courses with AP courses, results demonstrate more students are earning credit and/or advancement; 4) Increased opportunities for support and success with students in need of more learning time and personal development (e.g. BRIDGE 7-8-9, Study Hall, JH and HS Math Support classes); 5) Home-school communications are diverse with numerous venues for families to stay tuned with school activities and events (updated website, school app). All Dashboard indicators are as follows: College and Career (Green), all others are Blue with local indicators noted as Standard Met.

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

Greatest Needs

There are no Dashboard indicators that are Orange or Red.

Referring to the California School Dashboard, 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

Attendance Indicator: Yellow for Socioeconomically Disadvantaged students. Action steps include weekly monitoring of attendance reports and meetings with parents and students to define a plan to address obstacles to improved attendance. Additionally, the attendance policy for the school was modified to improve outcomes.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-2019

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

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 Priorities: Priority 3, Parental Involvement

Priority 4, Pupil Achievement

Local Priorities:

Annual Measurable Outcomes

Expected

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.

100% of students in grades 8 -11 will be administered the PSAT as a means to monitor college readiness, benchmark targets aligned to the SAT.

100% of students enrolled in BRIDGE or math lab will improve their performance based on established goals.

Actual

100% of junior high student were progressed monitored in the areas of math, ELA, and science utilizing EADMS.

Due to an adjustment to the Pre-AP requirements for 9th grade, 100% of students in grades 8, 10, and 11 were administered the PSAT for progress monitoring purposes; grade 9 was exempted.

100% of the students in BRIDGE 7/8 and math lab have shown growth in their academic skills, self-efficacy and grades. BRIDGE 7 students, on average, improved their overall academic GPA from 2.5 in 6th grade to 3.2 in 7th grade; all of these students. BRIDGE 8 students, on average. Students in BRIDGE 8 have maintained an overall average of 2.9 GPA between 7th and 8th grade performance; this group of students includes those who are new to BRIDGE in 8th grade this year and some who were in BRIDGE 7 as 7th graders.

Expected	Actual
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 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 the parent community will be invited to participate in parent education based on parent and staff input.	100% of the parent community continues to be invited to participate in parent education offerings (topics based on parent surveys). Communication regarding offerings goes out through the school app, Daily Bulletin notices for students and parents, website messaging, school newsletter, and direct counselor communications with students.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase EADMS/IO Ed diagnostic instrument to assist in the determination of students needing remediation in math, language arts, and/or science	Purchased EADMS/IO Ed diagnostic instrument.	\$ 5,000.00	\$ 7,736.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	A. Allocated 2 sections of Math support. 1 section of Junior High Math Lab and 1 section of HS Math Support/Lab. Allocated 2 sections of Bridge. 1 section of Bridge 7 and 1 section of Bridge 8 B. Purchased instructional resources for Bridge 7 and Bridge 8	C. \$ 45,000.00 D. \$ 1,000.00	A. \$ 60,941.62 B. \$ 251.64

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain additional Counselor added in 2015-2016 for continued academic and student support services.	Salary and Benefits for Counselor	\$ 110,000.00	\$ 113,420.62

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	Salary and Benefits for Room 299 staff	\$ 45,000.00	\$ 56,021.98

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Involvement/Education classes will be offered to better equip parents to support their students in college-prep learning environment.	Parent Venture Back-To-School Night – August 30, 2018 AP Night – August 30, 2018 U-Prep Senior/Junior Information Night – September 20, 2018 Financial Aid Night – October 2, 2018	\$ 1,000.00	No Costs

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>New Student Information Night – November 29, 2018</p> <p>College 101 Night – March 11, 2019</p> <p>A Day in the Life of a Sixth Grader – April 10, 2019</p>		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Study Hall classes will be offered to both junior high and high school students as an increased academic support service.	Allocated 10 study hall sections in the Master Schedule. 8 high school sections and 2 middle school sections	\$ 145,000.00	\$ 177,924.66

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Academic Saturday School will be offered for middle school students	Academic Saturday School for Middle School Students was held nine times during the 2018-2019 school year.	\$ 1,000.00	\$ 1,000.00

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Re-routing of Home-to-School transportation to provide increased access for students	Transportation Costs for 2018-2019	\$ 36,000.00	\$ 39,315.00

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide after-school transportation for students attending after-school care at the YMCA.	Provided transportation of students enrolled in the YMCA after-school program to the YMCA.	\$ 3,000.00	\$ 4,900.00

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in LCAP Adoption	Support for homeless students: fuel cards, instructional resources and supplies.	\$ 0	\$ 1,447.67

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in LCAP Adoption	ELPAC Administrator Training	\$ 0	\$ 473.29

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.

EADMS was implemented as a progress monitoring tool for junior high students. Sections were allocated in the master schedule to provide increased support to academic services (e.g. Study Hall, BRIDGE 7, BRIDGE 8); instructional resources were purchased for courses providing direct support. An additional counselor was maintained to provide ongoing support to students in need of academic monitoring and support. Room 299 continues to remain open and available to students for study and tutoring purposes. Numerous parent education opportunities were offered to U-Prep parents throughout the 2018-2019 school year. Academic Saturday School was offered at strategic times throughout the year, particularly between grading periods. After-school transportation was implemented to allow students to safely access after-school services at the neighborhood YMCA. Due to the unanticipated homelessness of students, funds were used to

support student transportation to/from school. Due to the addition of an administrative intern who received the responsibility for EL students, funds were allocated to training as the ELPAC administrator.

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

100% of the goals articulated in the LCAP were achieved. Student outcomes correlate to the effectiveness of the actions and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference between budgeted expenditures and estimated actuals.

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

The only changes made to this goal in 2018-2019 were as follows: 1) Due to the unanticipated homelessness of students (Carr Fire), increased funds were used to support student transportation to/from school; 2) Due to the addition of a new administrative intern who received the responsibility for EL students, funds were allocated to training as the ELPAC administrator. In 2019-2020 this Goal will remain unchanged.

Annual Update

LCAP Year Reviewed: 2018-2019

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 Priorities: Priority 1, Basic Services
Priority 2, Implementation of State Standards
Priority 4, Pupil Achievement
Priority 6, School Climate
Priority 7, Course Access
Priority 8, Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

5 Dual Enrollment courses

5 Dual Enrollment courses were offered.

Expected	Actual
Increased % of students accessing advanced math by completing summer school course offerings.	There were not enough students interested in this opportunity to make it happen, Summer 2018.
80% of Juniors will report an awareness of Naviance and have accessed the tool as a resource for college and career readiness.	100% of juniors reported awareness of Naviance and have accessed this tool as a resource for college and career readiness; this occurred through counselor class lessons.
Initial implementation of goals through the Challenge Success partnership	Initial goals of the Challenge Success program were achieved in the 2018-2019 school year. This included implementation of selected practices related to homework and program activities (e.g. Shadow Day).

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continuance of dual enrollment offerings for students (embed with AP offerings taught by U-Prep staff)	Offered 5 Dual Enrollment courses	\$ 300,000.00	\$ 263,423.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summer School for math advancement	Summer School Courses were not offered in the summer of 2018 due to low student interest.	\$ 6,000.00	No Costs

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize Naviance as a tool for self-awareness inventories, career exploration, interest	Purchased Naviance	\$ 7,000.00	\$ 6,120.60

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
profiling, academic planning, college prep & admissions (6 th -12 th grades)			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>A. College and Career Readiness Activities B. Senior Service C. AP Retreat and Resources</p>	<p>A. Provided transportation for College Visit Trips. Provided transportation for 8th Grade to Chico State. Provided transportation for 9th grade to college day</p>	<p>A. \$ 5,000.00 B. \$ 2,500.00 C. \$10,000.00</p>	<p>A. \$ 5,497.00 B. \$ 0.00 C. \$ 8,000.00</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and administration of the PSAT for all 8 th , 10 th , and 11 th grade students.	Purchased the PSAT to be administered to all 8 th , 10 th , and 11 th grade students	\$ 6,000.00	\$ 5,214.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop goals through participation in the Challenge Success program	Team attendance at the Challenge Success Fall Conference. Challenge Success Student Shadow Day	\$ 7,000.00	\$ 6,009.06

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enhance learning opportunities through accessibility to the 21 st Century Classroom; utilization of technology as a tool for learning in a global community A. Technology Replacement	Replacement of VAPA Department iPads; Replacement of PE Department (2) laptops; Replacement of Counseling Department (3) laptops; Replacement of 8 classroom sets of Chromebooks	\$ 105,000.00	\$ 91,569.60

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program Textbooks and Resources	Additional textbooks and resources to support student learning.	\$ 220,000.00	\$ 137,071.68

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pennies on Purpose Advisory curriculum for students in the 8 th and 11 th grades	Purchased 8 th and 11 th Grade Financial Literacy curriculum	\$ 2,500.00	\$ 2,000.00

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Self Defense course offered through physical education	The program was initially offered outside of Physical Education however; due to low participation the course was not held.	\$ 2,500.00	No Costs

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in the LCAP	Purchased National Latin Exams 147 Intro to Latin Tests 36 Latin I Tests 25 Latin II Tests 9 Latin III Prose Tests 4 Latin III Poetry Tests	\$ 0	\$ 1,115.00

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in the LCAP	Software Licenses including Typing Pal, Hot Math, Pear Deck, Turnitin.com, Athletics, etc.	\$ 0	\$ 11,597.35

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in the LCAP	Purchase of A/V equipment and set-up for Weight Room; Purchase of Document Camera and Set-Up for Core; Purchase of 2 MS Surface Pro's;	\$ 0	\$ 57,497.58

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Purchase of 5 new Chromebook Sets and Cart (Media Room 299, Math (2) sets, Science (1) set, World Languages (1) set.		

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in the LCAP	Pre-AP Program Participant	\$ 0	\$ 8,000.00

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in the LCAP	Instructional resources for drafting course Go Engineering Software Drafting Equipment	\$0	\$ 7,003.93

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in the LCAP	Science Technology and lab equipment update	\$0	\$ 10,000.00

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in the LCAP	Replacement of Piano in Music Department	\$0	\$ 7,315.89

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in the LCAP	Classroom Furniture Replacement	\$0	\$ 20,033.77

Analysis

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

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

The partnership with Shasta College for dual enrollment services continues. Naviance continues to be used as a tool for college and career readiness exploration at varying degrees across the 6-12 continuum. Opportunities such as the AP Retreat, Senior Service, Advisory, fall and spring college trips, and academic and support services were offered as planned. The PSAT was administered as planned to all 8th, 10th, and 11th grade students. As planned, goals for the Challenge Success program were set and achieved for the 18-19 school year. Technology replacements were implemented as planned; however, additional needs in this area were presented and addressed to better support program goals for teaching and learning in Core, PE, math, science world language and the Media Center. Instructional resources were provided as planned. The financial literacy program was implemented as planned in 8th and 11th grades. The self-defense course was offered; however, it was not offered during PE instruction due to cost, rather it was offered voluntarily to high school students after school. An added action in this goal area was the administration of the National Latin Exam; this was for feedback and program monitoring purposes as well as an added opportunity to recognize student achievement. Added to this goal were actions related to mid-year acceptance into College Board's Pre-AP program; funding was derived from Title II for this purpose. Other added actions included an allocation for equipment purchases to the science department, a contribution to the purchase of a piano for the music department, and replacement of broken classroom furniture in various classrooms.

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

Due to the effectiveness of the partnership with Shasta College, dual enrollment was offered to more students in the 2018-2019 school year; this resulted in increased college readiness and college credit. 100% of the junior class received direct instruction and services on Naviance. Opportunities such as the AP

Retreat, Senior Service, Advisory, fall and spring college trips, and academic and support services were offered as planned; more students participated in the AP Retreat and in a college trip than in the past. With the addition of junior high study halls and increased high school study halls more students were able achieve their learning goals and balance their involvement in activities. The PSAT was administered as planned to all 8th, 10th, and 11th grade students; outcomes are much higher than average state and national figures. As planned, goals for the Challenge Success program were set and achieved for the 18-19 school year; the student and staff executive teams are fully implemented and engaged in executing program goals as made visible by changes in homework/test correction practices and Shadow Day learnings. Technology replacements were implemented as planned; however, additional needs in this area were presented and addressed to better support program goals for teaching and learning in Core, PE, math, science world language and the Media Center. Instructional resources were provided as planned. The financial literacy program was implemented as planned in 8th and 11th grades. The self-defense course was offered; however, it was not offered during PE instruction due to cost, rather it was offered voluntarily to high school students after school. An added action in this goal area was the administration of the National Latin Exam; this was for feedback and program monitoring purposes as well as an added opportunity to recognize student achievement. Added to this goal were actions related to mid-year acceptance into College Board's Pre-AP program; funding was derived from Title II for this purpose. Pre-AP commitments are well underway with faculty trainings occurring summer of 2019; courses are included in the 19-20 master schedule. Other added actions included an allocation for equipment purchases to the science department, a contribution to the purchase of a piano for the music department, and replacement of broken classroom furniture in various classrooms.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference between budget and estimated expenditures

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

In 2019-2020, the Goal two will remain unchanged.

Annual Update

LCAP Year Reviewed: 2018-2019

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 Priorities: Priority 2, Implementation of State Standards

Priority 4, Pupil Achievement

Local Priorities:

Annual Measurable Outcomes

Expected

Each department will participate in professional development and/or collaboration during the school year

Actual

100% of the faculty participated in professional development during the 2018-2019 school year. These trainings have resulted in improved practices as correlated to various data points (e.g. EADMS, summative grades, classroom observations).

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development and Collaboration	Professional Development for 2018-2019: AP Workshops and Institutes (AP Language, AP Government, AP Stats, AP Computer Science), Learning and the Brain (Growth Mindset), California League of Schools (Middle School Teacher Training and Technology training) National Chinese Language, Student Mental Wellness, Business and Entrepreneurship, UC and CSU updates, legal workshops, and trainings for support staff including, Aeries, ASB Works, and Classified leadership.	\$ 45,500.00	\$ 45,500.00

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 2018-2019 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.

There is evidence of progress towards implementation of practices and/or programs where professional development was received (e.g. internal tech trainings, vertical and horizontal collaboration, etc.)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material differences between budgeted expenditures and estimated actuals.

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/Pre-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.

Annual Update

LCAP Year Reviewed: 2018-2019

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 Priorities: Priority 3, Parental Involvement

Priority 5, Pupil Engagement

Local Priorities:

Annual Measurable Outcomes

Expected

On-going analysis of preferred venues for most effective home-to-school communication strategies.

Actual

Analysis proved to demonstrate that parents utilize a variety of means for home-school communications; diversity of options has reduced phone inquiries with parents reporting positive efforts to keep them attuned.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Salary and Benefits for Student Safety Supervisor

\$ 11,000.00

\$ 13,271.82

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Safety Committee will develop an updated action plan that is responsive to the input received from the staff, climate, and LCAP survey data.	ALICE E-learning support and maintenance	\$ 2,500.00	\$ 1,440.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ALICE training	ALICE Training not expanded in 2018-2019	\$ 2,500.00	\$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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).	Web Design Stipend School Messenger Advertising	\$ 6,000.00	\$ 10,414.50

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not articulated in LCAP	School Safety for events and activities Updated Security Cameras and Monitors	\$ 0	A. 7,108.99 B. 4,290.04

Analysis

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

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

The Student Safety Supervisor position added in 2013-2014 has continued to remain in place. The School Safety Committee updated the annual Comprehensive School Safety plan; this was adopted by the U-Prep School Board in March 2019. ALICE training with staff and is planned to be completed with the students by the end of the 2018-2019 school year. An additional action for the 18-19 school year as the addition of safety cameras and a monitor in the school office. Communication with stakeholders is a continued priority; means of communication are diverse and numerous (e.g. monthly newsletter, school app, website, school messenger, marquee).

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

100% of the actions and services were implemented and, in some cases, improved upon during the year (e.g. additional safety equipment).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference between budgeted expenditures and estimated actuals.

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.

[Add text here]

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. (2019-2020 LCAP) There is no change to the goal for 2019-2020.

Stakeholder Engagement

LCAP Year: **2019-2020**

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?

Stakeholder engagement meetings were numerous, to include a LCAP Parent-Community meeting. Student and program outcome data, the school budget and LCAP were shared and used for discussion/input purposes at the LCAP Meeting, Parent Venture meetings, and with at Staff Meetings and Department Chair/Leadership Team meetings. Student Leaders were involved through various venues to include review of student survey data which drove planning for Challenge Success.

Impact on LCAP and Annual Update

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

Consultations impacted the LCAP for the upcoming year by reinforcing the current direction with programs cited in the plan. Input received also resulted in the development of a new BRIDGE summer program for incoming 9th grade students, an offering of a Career Tech Ed Business/Entrepreneurship course sequence, and a revised summer Geometry program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

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 Priorities: Priority #3 Parental Involvement

Priority #4 Pupil Achievement

Local Priorities:

Identified Need:

Identify and support underachieving students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
Progress Monitoring Formative Data Assessments (EADMS/IO, PSAT, MDTP)	In 2018-2019, 100% of JH faculty (math, English, science) began using EADMS to progress monitor students at selected assessment times.	100% of our junior high students will be progressed monitored in the areas of math, language arts, and science; frequency of progress monitoring will occur based on assessment	100% of our junior high students will be progressed monitored in the areas of math, language arts, and science; frequency of progress monitoring will occur based on assessment	100% of our junior high students will be progressed monitored in the areas of math, language arts, and science; frequency of progress monitoring will occur based on assessment calendar. Data

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
	<p>2018-2019 PSAT 100% of students in grades 8, 10, & 11 were administered the 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%. 100% of student's not meeting benchmark had other indicators reviewed in consideration of academic supports (e.g. 11th grade Tutorial Intervention, BRIDGE 9, Academic Sat School, Math Support class).</p>	<p>calendar. Data review will occur during collaboration. 100% of students in courses that offer an MDTP assessment will be administered the test as a means to further identify needs and readiness for next course,</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. 100% of the students not meeting benchmark will have their overall progress reviewed (e.g. academic grades, teacher input, pattern of academic performance) in consideration of support options.</p>	<p>calendar. Data review will occur during collaboration. 100% of students in courses that offer an MDTP assessment will be administered the test as a means to further identify needs and readiness for next course,</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. 100% of the students not meeting benchmark will have their overall progress reviewed (e.g. academic grades, teacher input, pattern of academic performance) in consideration of support options.</p>	<p>review will occur during collaboration. 100% of students in courses that offer an MDTP assessment will be administered the test as a means to further identify needs and readiness for next course,</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. 100% of the students not meeting benchmark will have their overall progress reviewed (e.g. academic grades, teacher input, pattern of academic performance) in consideration of support options.</p>
CAASPP, CAST Data	<p>100% of teachers teaching these courses in which a state test was administered will continue to disaggregate and review state test student, class grade-level data, and vertical cohort data; a review of disaggregated data will identify strengths and areas of growth moving forward. 100% of students enrolled in academic support classes will use their data as a means to establish individual goals.</p>	<p>100% of students enrolled in BRIDGE 7, BRIDGE 8, BRIDGE 9 and/or Math Support/Lab will have instruction and course plans designed to meet their individual needs as indicated by multiple measures, including state test scores.</p>	<p>100% of students enrolled in BRIDGE 7, BRIDGE 8, BRIDGE 9 and/or Math Support/Lab will have instruction and course plans designed to meet their individual needs as indicated by multiple measures, including state test scores.</p>	<p>100% of students enrolled in BRIDGE 7, BRIDGE 8, BRIDGE 9 and/or Math Support/Lab will have instruction and course plans designed to meet their individual needs as indicated by multiple measures, including state test scores.</p>

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
Student Grades	<p>95% of student academic grades in JH and HS math labs reflect participation and engagement in learning as represented by a grade of “B” or better.</p> <p>100% of student academic grades in BRIDGE courses will reflect participation and engagement in learning as represented by a grade of “B” or better.</p>	100% of students enrolled in BRIDGE and Math Lab courses will demonstrate participation and engagement in learning as represented by a grade of B or better.	100% of students enrolled in BRIDGE and Math Lab courses will demonstrate participation and engagement in learning as represented by a grade of B or better.	100% of students enrolled in BRIDGE and Math Lab courses will demonstrate participation and engagement in learning as represented by a grade of B or better.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

Grades 6, 7, 8, 9, 10, 11

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

Unchanged

Unchanged

Unchanged

2019-20 Actions/Services

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

2020-21 Actions/Services

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

2021-22 Actions/Services

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
Source	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration	LCFF –Supplemental/Concentration
Budget Reference	5830 Software License	5830 Software License	5830 Software License

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

- A. Allocate sections in the Master Schedule to address literacy/academic skills and math remediation need, and study hall opportunities. New for 2019-2020 is the addition of Bridge 9.

2020-21 Actions/Services

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

2021-22 Actions/Services

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

2019-20 Actions/Services

B. Instructional resources for math and reading

2020-21 Actions/Services

B. Instructional resources for math and reading

2021-22 Actions/Services

B. Instructional resources for math and reading

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	A. \$ 65,000.00 B. \$ 1,000.00	A. \$ 65,000.00 B. \$ 1,000.00	A. \$ 65,000.00 B. \$ 1,000.00
Source	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration
Budget Reference	A. 1110 Teacher Salaries, 3xxx Certificated Benefits B. 4310 Instructional Materials	A. 1110 Teacher Salaries, 3xxx Certificated Benefits B. 4310 Instructional Materials	A. 1110 Teacher Salaries, 3xxx Certificated Benefits B. 4310 Instructional Materials

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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

2020-21 Actions/Services

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

2021-22 Actions/Services

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$115,000.00	\$118,000.00	\$121,000.00
Source	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration
Budget Reference	1250 Counselor Salary, 3xxx Certificated Benefits	1250 Counselor Salary, 3xxx Certificated Benefits	1250 Counselor Salary, 3xxx Certificated Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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 Actions/Services

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)

2021-22 Actions/Services

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

Year	2019-20	2020-21	2021-22
Amount	\$ 52,000.00	\$ 52,000.00	\$ 52,000.00
Source	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration
Budget Reference	2410 Clerical 3xxx classified benefits	2410 Clerical 3xxx classified benefits	2410 Clerical 3xxx classified benefits

Action 5

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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

2020-21 Actions/Services

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

2021-22 Actions/Services

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4510 General Supplies	4510 General Supplies	4510 General Supplies

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster youth, and/or Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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

2020-21 Actions/Services

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

2021-22 Actions/Services

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 180,000.00	\$ 180,000.00	\$ 180,000.00
Source	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration
Budget Reference	1110 Teacher Salaries, 3xxx Certificated Benefits	1110 Teacher Salaries, 3xxx Certificated Benefits	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster youth, and/or Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

Academic Saturday School will be offered for middle school students

2020-21 Actions/Services

Academic Saturday School will be offered for middle school students

2021-22 Actions/Services

Academic Saturday School will be offered for middle school students

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Source	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration
Budget Reference	1115 Teacher Extra Duty, 3XXX Certificated Benefits	1115 Teacher Extra Duty, 3XXX Certificated Benefits	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

Home-to-School Transportation

2020-21 Actions/Services

Home-to-School Transportation

2021-22 Actions/Services

Home-to-School Transportation

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5750 Inter-program Transfer	5750 Inter-program Transfer	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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

2020-21 Actions/Services

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

2021-22 Actions/Services

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5750 Inter-program Transfer	5750 Inter-program Transfer	5750 Inter-program Transfer

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Low Income

Location(s):

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

Low Income

Actions/Services

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

New

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

Provide support for homeless students: fuel cards, instructional resources and supplies

2020-21 Actions/Services

Provide support for homeless students: fuel cards, instructional resources and supplies

2021-22 Actions/Services

Provide support for homeless students: fuel cards, instructional resources and supplies

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Source	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration
Budget Reference	4510 General Supplies	4510 General Supplies	4510 General Supplies

Action 11

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

English Learners

Location(s):

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

English Learner

Actions/Services

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

New

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

ELPAC Administrator Training

2020-21 Actions/Services

ELPAC Administrator Training

2021-22 Actions/Services

ELPAC Administrator Training

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

Year	2019-20	2020-21	2021-22
Source	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration	LCFF – Supplemental/Concentration
Budget Reference	5210 – Conference and Travel	5210 – Conference and Travel	5210 – Conference and Travel

Goals, Actions, & Services

Strategic Planning Details and Accountability
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 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 Priorities:
- Priority 1, Basic Services
 - Priority 2, Implementation of State Standards
 - Priority 4, Pupil Achievement
 - Priority 6, School Climate
 - Priority 7, Course Access
 - Priority 8, Pupil Outcomes

Local Priorities:

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	2019-20	2020-21	2021-22
Master Schedule IGETC Stipends	5 Dual Enrollment courses	6 Dual Enrollment courses	6 Dual Enrollment courses	6 Dual Enrollment courses
Summer School roster of students who are eligible for enrollment in advanced math	Summer of 2019: 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 offerings.	Increased % of students accessing advanced math by completing summer school course offerings.
Student Survey	Survey data from Spring of 2018 indicates that 73% of high school students are aware of Naviance.	By spring of 2019, 80% of high school students and 50% of JH students will report an awareness of Naviance and have accessed the tool as a resource for college and career readiness.	By spring of 2019, 80% of high school students and 50% of JH students will report an awareness of Naviance and have accessed the tool as a resource for college and career readiness.	By spring of 2019, 80% of high school students and 50% of JH students will report an awareness of Naviance and have accessed the tool as a resource for college and career readiness.
Development and implementation of Challenge Success Action Plan.	50% of action plan was implemented in the 17-18 school year.	100% of the initial action plan will be activated.	100% of the initial action plan will be activated.	100% of the initial action plan will be activated.
College and Career Readiness indicators as measured by the California School Dashboard, and %	Fall 2018 California School Dashboard indicates that 77% of students in the Class of 2017 are College and	College and Career Indicator will demonstrate maintenance or growth in % prepared. A-G eligibility will remain at least	College and Career Indicator will demonstrate maintenance or growth in % prepared. A-G eligibility will remain at least	College and Career Indicator will demonstrate maintenance or growth in % prepared. A-G eligibility will remain at least

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
graduates A-G eligible for UC/CSU admissions	Career ready. 83% of the Class of 2018 is A-G eligible.	twice as high as Shasta County graduates.	twice as high as Shasta County graduates.	twice as high as Shasta County graduates.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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

2020-21 Actions/Services

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

2021-22 Actions/Services

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 285,000.00	\$ 290,700.00	\$ 296,514.00
Source	LCFF	LCFF	LCFF
Budget Reference	1110 Teacher Salaires, 1115 Teacher Extra Duty, 3xxx Certificated Benefits	1110 Teacher Salaires, 1115 Teacher Extra Duty, 3xxx Certificated Benefits	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:

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

Summer School for math advancement

2020-21 Actions/Services

Summer School for math advancement

2021-22 Actions/Services

Summer School for math advancement

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	A. \$5,000.00 B. \$1,000.00	A. \$5,000.00 B. \$1,000.00	A. \$5,000.00 B. \$1,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1115 Teacher Extra Duty, 3xxx Certificated Benefits 4310 Instructional Materials	1115 Teacher Extra Duty, 3xxx Certificated Benefits 4310 Instructional Materials	1115 Teacher Extra Duty, 3xxx Certificated Benefits 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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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

2020-21 Actions/Services

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

2021-22 Actions/Services

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	A. \$6,000.00 B. \$1,000.00	A. \$6,000.00 B. \$1,000.00	A. \$6,000.00 B. \$1,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	A. 5830 Software License B. 4510 General Supplies	A. 5830 Software License B. 4510 General Supplies	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: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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. Advisory Curriculum
- C. AP Retreat and Resources

2020-21 Actions/Services

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. Advisory Curriculum
- F. AP Retreat and Resources

2021-22 Actions/Services

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.

- G. College and Career Readiness Activities
- H. Advisory Curriculum
- I. AP Retreat and Resources

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	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
Source	A. LCFF B. LCFF C. LCFF	A. LCFF B. LCFF C. LCFF	A. LCFF B. LCFF C. LCFF
Budget Reference	A. 5801 General Operating, 4510 General Supplies B. 4510 General Supplies	A. 5801 General Operating, 4510 General Supplies B. 4510 General Supplies	A. 5801 General Operating, 4510 General Supplies B. 4510 General Supplies

Year	2019-20	2020-21	2021-22
	C. 1115 Teacher Extra Duty, 3XXX Certificated Benefits, 5750 Transportation	C. 1115 Teacher Extra Duty, 3XXX Certificated Benefits, 5750 Transportation	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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

2020-21 Actions/Services

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

2021-22 Actions/Services

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$6,000.00	\$6,000.00	\$6,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4560 Testing Materials, 4310 Instructional Materials	4560 Testing Materials, 4310 Instructional Materials	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

Develop goals through participation in the Challenge Success program

2020-21 Actions/Services

Develop goals through participation in the Challenge Success program

2021-22 Actions/Services

Develop goals through participation in the Challenge Success program

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5210 Conference and Travel	5210 Conference and Travel	5210 Conference and Travel

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 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/ServicesEnhance learning opportunities through accessibility to the 21st Century Classroom; utilization of technology as a tool for learning in a global community

- A. Technology Replacement
- B. New Technology

2020-21 Actions/ServicesEnhance learning opportunities through accessibility to the 21st Century Classroom; utilization of technology as a tool for learning in a global community

- A. Technology Replacement
- B. New Technology

2021-22 Actions/ServicesEnhance learning opportunities through accessibility to the 21st Century Classroom; utilization of technology as a tool for learning in a global community

- A. Technology Replacement
- B. New Technology

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4410 No Capitalized Equipment, 4510 General Supplies	4410 No Capitalized Equipment, 4510 General Supplies	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 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

Modified

2019-20 Actions/Services

Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program
Textbooks including replacement and new adoptions. New adoptions include NGSS (JH), AP Psych, Pre-AP Biology/NGSS, AP Geography, and Algebra II.
Instructional Resources Including Software.

2020-21 Actions/Services

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

2021-22 Actions/Services

Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program
Textbooks including replacement
Instructional Resources including software

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$200,000.00	\$200,000.00	\$200,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4110 Textbooks, 4210 Other Books, 4310 Instructional Materials 4510 General Supplies	4110 Textbooks, 4210 Other Books, 4310 Instructional Materials 4510 General Supplies	4110 Textbooks, 4210 Other Books, 4310 Instructional Materials 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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

Participation in Pre-AP

2020-21 Actions/Services

Participation in Pre-AP

2021-22 Actions/Services

Participation in Pre-AP

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5801 General Operations	5801 General Operations	5801 General Operations

Year	2019-20	2020-21	2021-22

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 10

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
New	Unchanged	Unchanged

2019-20 Actions/Services

Purchase and Administer the National Latin Exams

2020-21 Actions/Services

Purchase and Administer the National Latin Exams

2021-22 Actions/Services

Purchase and Administer the National Latin Exams

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$1,200.00	\$1,200.00	\$1,200.00
Source	LCFF	LCFF	LCFF
Budget Reference	4560 – Testing Materials	4560 – Testing Materials	4560 – Testing Materials

Action 11

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

Increase course offerings to include Business/Marketing Course.

2020-21 Actions/Services

Maintain Business/Marketing Course

2021-22 Actions/Services

Maintain Business/Marketing Course

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	C. \$10,000.00 D. \$2,000.00	B. \$10,000.00 C. \$2,000.00	C. \$10,000.00 C. \$2,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1115 Teacher Extra Duty, 3xxx Certificated Benefits 4310 Instructional Materials	1115 Teacher Extra Duty, 3xxx Certificated Benefits 4310 Instructional Materials	1115 Teacher Extra Duty, 3xxx Certificated Benefits 4310 Instructional Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 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 Priorities: Priority 2, Implementation of State Standards
Priority 4, Pupil Achievement

Local Priorities:

Identified Need:

Continue to provide professional development/training for all staff that is in alignment with the school mission, school and department goals, and best practices in school climate and culture, curriculum, instruction, and assessment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
Conference Reports Collaboration Meeting Agendas and Internal Staff Development Days	82% of faculty has participated in formal professional development in the past two years. 100% of the faculty participates in scheduled collaboration and Staff Development Days.	100% of Professional Development funding will be geared towards keeping faculty current; priority access with staff who haven't engaged in PD for at least two years and faculty engaged in new developments.	100% of Professional Development funding will be geared towards keeping faculty current; priority access with staff who haven't engaged in PD for at least two years and faculty engaged in new developments.	100% of Professional Development funding will be geared towards keeping faculty current; priority access with staff who haven't engaged in PD for at least two years and faculty engaged in new developments.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

Professional Development and Collaboration

2020-21 Actions/Services

Professional Development and Collaboration

2021-22 Actions/Services

Professional Development and Collaboration

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 45,500.00	\$ 45,500.00	\$ 45,500.00

Year	2019-20	2020-21	2021-22
Source	LCFF	LCFF	LCFF
Budget Reference	5210 – Conference and Travel	5210 – Conference and Travel	5210 – Conference and Travel

Action 2

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
New	Unchanged	Unchanged

2019-20 Actions/Services

Professional Development and Collaboration for
Pre-AP Program

2020-21 Actions/Services

Professional Development and Collaboration

2021-22 Actions/Services

Professional Development and Collaboration

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	13,000.00	13,000.00	13,000.00
Source	Title II	Title II	Title II
Budget Reference	5210 Conference and Travel	5210 Conference and Travel	5210 Conference and Travel

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 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 Priorities: Priority 3, Parental Involvement
Priority 5, Pupil Engagement

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
Climate Survey	80% of students and parents surveyed in 2017-2018 reported feeling safe on campus.	Administer climate survey in 2019-2020. Analyze data. Assess progress towards goal.	Administer climate survey in 2019-2020. Analyze data. Assess progress towards goal.	Administer climate survey in 2019-2020. Analyze data. Assess progress towards goal.
Climate Survey	100% of parents surveyed (2017-2018) are satisfied with and are accessing the various forms of communication currently offered.	Administer climate survey in 19-20. Analyze data. Assess progress towards goal.	Administer climate survey in 19-20. Analyze data. Assess progress towards goal	Administer climate survey in 19-20. Analyze data. Assess progress towards goal

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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

2020-21 Actions/Services

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

2021-22 Actions/Services

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$16,000.00	\$16,000.00	\$16,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	2412 Classified Sub and 3xxx, Classified Benefits	2412 Classified Sub and 3xxx, Classified Benefits	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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 Actions/Services

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

2021-22 Actions/Services

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

Year	2019-20	2020-21	2021-22
Amount	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Source	LCFF	LCFF	LCFF
Budget Reference	4510 General Supplies 5801 General Operations	4510 General Supplies 5801 General Operations	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

ALICE training

2020-21 Actions/Services

Continued membership in ALICE and on-going training.

2021-22 Actions/Services

Continued membership in ALICE and on-going training.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00

Year	2019-20	2020-21	2021-22
Source	LCFF	LCFF	LCFF
Budget Reference	4510 General Supplies 5801 General Operations	4510 General Supplies 5801 General Operations	4510 General Supplies 5801 General Operations

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

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), and school App.

2020-21 Actions/Services

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), and school App.

2021-22 Actions/Services

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), and school App.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5801General Operating	5801General Operating	5801General Operating

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ \$ 302,775.00

0.10%

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).

In 2019-2020 Bridge 9 will be added as an offering. The course will encompass a summer learning program combined with designate tutorials.

In 2019-2020 services for homeless students will increase through the providing of fuel for to and from school transportation and instructional resources.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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. A 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?