



*Local Control
Accountability Plan*

LCAP

Covering the 2016-2017 school year

UNIVERSITY PREPARATORY ACADEMY

San Jose, CA 95125



Introduction:

LEA: University Preparatory Academy Charter School **Contact:** Daniel Ordaz, Executive Director, ordazdan@gmail.com, 408.723.1839 **LCAP Year:**2016-17

Local Control Accountability Plan and Annual Update

The Local Control Accountability Plan (LCAP) and Annual Update shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>The involvement of students, parents and staff in the development of the LCAP included the following:</p> <ul style="list-style-type: none"> • Meetings with the Executive Director’s Advisory council that includes EL parents to obtain their suggestions for the new LCAP to be submitted in 2016-17 • A meeting was held with our largest parent group, the UPA Parent, Teacher, Student Organization (PTSO) to obtain their suggested priorities for the 2016-17 LCAP • A Survey of parents to obtain their suggestions for school priorities for the 2016-17 LCAP • A Survey of students to obtain their suggestions for school priorities for the 2016-17 LCAP • A Survey of staff to obtain their suggestions for school priorities for the 2016-17 LCAP • A meeting with the school’s administrative staff to obtain their suggestions for the new LCAP • A Board study session was held on May 5, 2016 for any parent/community member to offer suggestions for LCAP priorities. Through a group process, the general public at the study session was able to determine their top priorities. • Parents from the school’s English Learner Advisory were asked to attend a meeting to review suggestions for the LCAP. • A public hearing on the draft of the LCAP to be submitted in 2016-17 was held on June 23, 2016. Input from the public hearing was considered before the Board approved the final LCAP at the June 2016 Board meeting. 	<p>Received information and feedback from a broad cross section of the school community regarding school needs and what priorities might be considered for the LCAP. These meetings have resulted in the generation of educational priorities recommended by these constituencies for the LCAP. Their priorities were included in this LCAP.</p> <p>Due to some limitations such as availability of classroom/office space and athletic fields, not all of the suggestions can be fully implemented. Many suggestions were offered by students and parents; however, these suggestions were of interest to one or two individuals. The priorities in this LCAP are included because they were the overwhelming choices of the constituencies as determined by the group process.</p> <p>Three suggestions that did have some votes were 1) purchase and install school lockers for the students, 2) allow middle school students to enroll in Advanced Placement courses, 3) add soccer and or baseball to the athletic program, and 4) address the issues of teacher retention.</p> <ul style="list-style-type: none"> • Regarding # 1, There is no space on the campus .to install lockers. Also, the landlord is not willing to convert space used for other purposes for use as locker areas. Finally, the school does not have capital outlay funds to purchase and install lockers. • Regarding #2, The school currently offers 14 AP classes each year. These class are full and there is insufficient space for additional middle school students. Also, as per the college Board, AP classes are for high school students, in grades 10-12 primarily in order to count for college credit. • Regarding # 3, UPA does not have an athletic field; however, we have made extensive inquires with private sources such as San Jose Parks and Recreation and schools in our vicinity. Either their rental of facilities is cost prohibitive or their facilities are already committed. The request to add more athletic teams is dependent on securing athletic fields. This seems very problematic. • Regarding # 4, Teacher retention strategies including teacher compensation, recruitment, personal time off, and training are already being addressed outside LCAP by various staff taskforces. As some of these strategies for example, staff compensation, involves Board consultation and approval, the advice of the administration is not to include this in the 2016-17 LCAP.

Annual Update:

The results of the school's ongoing work to accomplish the expected outcomes of the LCAP were reviewed with the School Board each semester, Fall and Spring, during the Executive Director's report portion of the Board agenda. Also at each Executive Director's advisory council meeting, progress reports on the LCAP were issued.

Excellent progress was made in all goals. Where little progress was evident was in areas where there were financial or facilities limitations that could not be overcome during the 2015-16 school year.

Annual Update:

A consistent criticism from our school community was the complexity of the LCAP form. Our constituents had a difficult time reading the entire lengthy document and also making sense of the scope of service and the various sub groups. Overall the document is too complex for parents to give serious study.

Lastly, like activities/objectives are listed under one goal or series of goals and thus enable the LCAP to show coherence between the various activities. As a result, in the LCAP submitted for 2016-17, all goals and activities are subsumed in 6 goals areas. They are:

- Eliminate the achievement gap
- Build and enhance a college going culture
- Support for English Learners
- Strengthen the culture of accountability
- Improve the quality of student life on campus
- Improve the availability of computing devices on campus and implement more technology courses in the curriculum

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

Local Control Accountability Plan (LCAP)
2016-2017

Section 2: Goals and Progress Indicators

Over the course of three years, University Preparatory Academy has affirmed its Mission, Vision and Core Values. The WASC accreditation process, parent grade level meetings, student meetings, surveys and now LCAP have served to facilitate a wholesale review of these important guiding principles. The Vision, Mission and Core Values are listed below.

These important planning processes have also served to identify needs that have become schoolwide priorities and initiatives. These priorities guide our work over the course of the next three years in becoming a better school.

MISSION STATEMENT

Prepare students to enter and excel in the best colleges and universities in the nation

VISION

- ❖ *Provide a private school education at no charge*
- ❖ *Take students in the middle of the bell shaped curve, provide a rigorous curriculum, hold high expectations, provide a safe environment and watch them excel*

CORE VALUES

- ❖ ***Commitment to Program Success:*** *In order to ensure the success of the school's educational program as outlined, UPA will hire and train a dedicated, professional staff that are committed to the success of every student.*
- ❖ ***Dedicated, Professional Staff and Leadership:*** *UPA will hire effective organizational leaders, including administrators, teachers, and support staff who understand that great schools require great school leadership. School leadership will utilize collaborative decision-making involving students, parents, staff and community. The main concern of leadership will be to continually improve instruction, curriculum and school climate.*
- ❖ ***Student, Parent, and Staff Commitment:*** *All stakeholders must make and uphold a commitment to the school and each other to put in the time, energy and effort to achieve success.*
- ❖ ***Growth:*** *We are all at various stages of proficiency in subject knowledge, and character development. At UPA all are expected to grow and improve in a continuous cycle of learning. Mediocrity, standing still and regression are not expected outcomes at UPA.*
- ❖ ***Collaboration:*** *At UPA we believe that learning best occurs when others are partnering in our learning. We also believe that the school will attain its stated goals through collaboration with the school community.*
- ❖ ***Responsibility:*** *At UPA, staff and students take responsibility for their own actions.*
- ❖ ***Integrity:*** *At UPA, staff, students and community members operate with honesty and sincerity at all times. Integrity promotes trust and respect; integrity includes fixing our mistakes when they occur.*

EXPECTED SCHOOL WIDE LEARNING RESULTS (ESLRs)

- ❖ *UPA students will possess strong written and verbal communication skills.*
- ❖ *UPA students will demonstrate mastery of and apply mathematical and scientific concepts.*
- ❖ *UPA students will think critically and creatively.*
- ❖ *UPA students will utilize a global perspective.*
- ❖ *UPA students will be technologically fluent.*
- ❖ *UPA students will practice and value the visual and performing arts.*
- ❖ *UPA students will exhibit leadership skills that demonstrate personal and social responsibility.*

SCHOOL INITIATIVES

- ❖ Eliminate the achievement gap.
- ❖ Enhance student access to co-curricular clubs and organizations.
- ❖ Prioritize preparation plans for Common Core implementation.
- ❖ Develop schoolwide traditions that celebrate individual student academic success (e.g. honor roll).
- ❖ Ongoing, schoolwide, integration of student-centered technology in curriculum design.
- ❖ Redesign advisory curriculum to maximize instructional minutes in ways that better support student learning.
- ❖ Further develop the schoolwide instructional norms that foster 21st century learning.

SCHOOL ACHIEVEMENTS

- **Standard Of Excellence** – Academic success at UPA is defined by a grade of C- or better in courses taken at UPA.
- **Graduation Rate** – The school’s goal is to graduate 100% of 12th grade students.
- **Ethnic Diversity** – The school closely reflects the ethnic diversity of Santa Clara County which it serves.
- **Access to a Rigorous Curriculum** – The course of study offered at UPA is exclusively the UC a-g curriculum.
- **Advanced Placement** – UPA offers 14 Advanced Placement courses per year in the areas of Social Science, Mathematics, Science, English, World Languages, and The Arts.
- **Attendance Rate** – Student attendance is expected at UPA and typically exceeds 97.3% of the school year.
- **Longer School Day; Longer School Year**
 - UPA students attend a total of 185 school days per year, which is longer than most schools.
 - Most UPA students attend school for 7 periods per day.

SCHOOL INITIATIVES FOR CONTINUOUS IMPROVEMENT

While the school has accomplished much over the course of its existence, our meetings with the UPA Board, parents, students, and staff have identified educational priorities/activities that are grouped into the six major initiatives listed below.

- Eliminate the Achievement Gap
- Build and Enhance a College Going Culture
- Support for English Learners
- Strengthen the Culture of Accountability
- Improve the Quality of Student Life on Campus
- Improve the Availability of Computing Devices and Implement More Technology Courses into the Curriculum

The priorities/activities are all addressed in the LCAP that follows.

Metrics:

As a high school district, we do not receive a California Department of Education (CDE) calculation for middle school dropout rates. Therefore, these metrics will not be used in our plan.

GOAL:	Eliminate the Achievement Gap by implementing the AVID program, a summer math/literacy institute, and an academic intervention program, including tutoring and staff office hours as well as a support program for students taking AP classes.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local :Closing the achievement gap; School mission
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Identified Need :	UPA has identified an achievement gap between identified students primarily Latinos and the rest of the UPA student population. Some of our identified students need to build the skills that will enable them to experience success in UPA and college; they also need access to summer programs in order to retain previous learning and give them a “head start” to the coming instruction in math and English. Finally, these students need support in accessing and succeeding in AP classes that are required for graduation.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Implement AVID program in Grade 10 and enroll at least 20 students for the class; 75% of the AVID students will earn a GPA of 2.75 or better. 2. Offer a Summer Math/Literacy Institute (SMLI) for identified students; recruit students and meet with parents prior to the start of the SMLI; at least 80% of the students will earn a grade of C or better in math 7 and/or English 7. 3. Allocate .4 FTE for math support classes to be offered to identified students during the school day in 2015-16. 4. Announce staff office hours for after school tutoring and a process for students to obtain academic support during advisory period. 5. Counselors continue working with their counselees during meetings to select AP courses in their area of interest; 80% of AP students will pass their AP exams with a score of 3 or better; increase the number of students taking the SAT/PSAT and ACT over the previous year and obtain feedback from students regarding additional AP courses to offer in the curriculum.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand the AVID Program to include grade 10 enrolling at least 20 targeted students in each grade using AVID Criteria: <ol style="list-style-type: none"> 1. Appoint and provide training for AVID Teachers 2. Purchase necessary AVID curriculum materials 3. Recruit students (must meet AVID enrollment criteria) 	Grades 7-10	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$ 50,192; # 1100 \$ 9,000; # 5863 \$ 4,000; # 5830 \$ 8,200; # 4320
Continue offering a Summer Math Literacy Institute (SMLI) for incoming 7th graders needing a “head start” in math and English: <ol style="list-style-type: none"> 1. Establish summer school calendar 2. Revise curriculum materials as appropriate 3. Hire SMLI staff 4. Identify and recruit students for the SMLI 	Grade 7	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$17,563; #1920

<p>Maintain the after school tutorial program:</p> <ol style="list-style-type: none"> 1. Locate appropriate school classroom to serve as the tutorial center. Establish days & hours for operation of the center 2. Hire staff on an hourly basis. 3. Advertise the center to students during advisory classes 4. Monitor attendance and reasons for students attending the center 	<p>Grades 7-12 all courses</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$8,000; #5884</p>
<p>Maintain staff office hours to enable student support and assistance during advisory period and after school:</p> <ol style="list-style-type: none"> 1. Require all teachers to establish after school office hours and post hours in all classrooms. 2. Work with staff to establish one advisory period /week to allow students to seek help from any teacher during their advisory period. 	<p>Grades 7-12 all courses</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>-</p>
<p>Maintain the program of support and assistance for students taking AP courses:</p> <ol style="list-style-type: none"> 1. Encourage all students in grades 9,10 and 11 to take the PSAT/SAT 2. Counselors will guide students in selecting AP course choices based on their interest 3. Continue implementing and/or expanding the incentive program(s) to encourage AP course enrollment 4. Survey students for future AP course offerings 	<p>Grades 9-12</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>-</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Announce staff office hours for after school tutoring and a process for students to obtain academic support during advisory period. 2. Counselors continue to work with students during counseling sessions to select AP courses in their area of interest; 85% of AP students will pass their AP exams with a score of 3 or better; increase the number of students taking the SAT/PSAT and ACT over the previous year and obtain feedback from students regarding additional AP courses to offer in the curriculum.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain the after school tutorial program:</p> <ol style="list-style-type: none"> 1. Locate appropriate school classroom to serve as the tutorial center. Establish days & hours for operation of the center 2. Hire staff on an hourly basis 	<p>Grades 7-12 All courses</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$8,500; #5884</p>

<ul style="list-style-type: none"> 3. Advertise the center to students during advisory classes 4. Monitor attendance and reasons for students attending the center 			
<p>Maintain staff office hours to enable student support and assistance during advisory period and after school:</p> <ul style="list-style-type: none"> 1. Require all teachers to establish after school office hours and post hours in all classrooms 2. Work with staff to establish one advisory period /week to allow students to seek help from any teacher during their advisory period 	Grades 7-12 All courses	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	-
<p>Maintain the program of support and assistance for students taking AP courses:</p> <ul style="list-style-type: none"> 1. Encourage students in grades 9,10 and 11 to take the PSAT/SAT 2. Counselors will guide students in selecting AP course choices 3. Develop incentive program(s) to encourage AP course enrollment 4. Survey students for future AP course offerings 	Grades 9-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	-

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 1. Announce staff office hours for after school tutoring and a process for students to obtain academic support during advisory period. 2. Counselors continue to work with students during counseling sessions to select AP courses in their area of interest; 85% of AP students will pass their AP exams with a score of 3 or better; increase the number of students taking the SAT/PSAT and ACT over the previous year and obtain feedback from students regarding additional AP courses to offer in the curriculum.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain the after school tutorial program:</p> <ul style="list-style-type: none"> 1. Locate appropriate school classroom to serve as the tutorial center. Establish days & hours for operation of the center 2. Hire staff on an hourly basis 3. Advertise the center to students during advisory classes 4. Monitor attendance and reasons for students attending the center 	Grades 7-12 All courses	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9,000; #5884

<p>Maintain staff office hours to enable student support and assistance during advisory period and after school:</p> <ol style="list-style-type: none"> 1. Require all teachers to establish after school office hours and post hours in all classrooms 2. Work with staff to establish one advisory period /week to allow students to seek help from any teacher during their advisory period 	<p>Grades 7-12 All courses</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>-</p>
<p>Maintain the program of support and assistance for students taking AP courses:</p> <ol style="list-style-type: none"> 1. Encourage students in grades 9,10 and 11 to take the PSAT/SAT 2. Counselors will guide students in selecting AP course choices 3. Develop incentive program(s) to encourage AP course enrollment 4. Survey students for future AP course offerings 	<p>Grades 9-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>-</p>

<p>GOAL:</p>	<p>Continue purchasing updated textbooks for all classes with the following general goal of:</p> <ol style="list-style-type: none"> 1. Purchasing a set of hard copy texts for each classroom 2. Purchasing electronic versions of the text for students if available 3. Purchasing the electronic/on line resources for the textbooks if available 	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
<p>Identified Need :</p>	<p>Core curricular areas need updated textbooks and departments need to be able to plan when their next opportunity will come to purchase new textbooks</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All Students</p>	
<p>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. An updated list of textbooks, and editions by course 2. Review and revise written textbook procedure as necessary and continue the schedule for purchasing newer editions of textbooks by department, including electronic versions and on line resources for the selected textbooks 3. Issue a report to the Board in the fall of each year outlining the status of textbooks by course 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Review/revise the list of textbooks by course and edition as appropriate. Update textbook purchasing procedures as appropriate</p>	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>-</p>

		__ Other Subgroups:(Specify)_____	
Review the list of textbooks with departments and indicate the departments as per the rotation that will be purchasing textbooks.	Grades 7-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	-
Confer with Department Lead Teachers to select electronic versions of the textbooks and select on-line resources if available for the textbook selected and purchase	Grades 7-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	\$70,000; 4100
Issue an annual report to the Board on textbook purchases.	Grades 7-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	-

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. An updated list of textbooks, and editions by course 2. Review and revise written textbook procedure as necessary and continue the schedule for purchasing newer editions of textbooks by department, including electronic versions and on line resources for the selected textbooks 3. Issue a report to the Board in the fall of each year outlining the status of textbooks by course 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review/revise the list of textbooks by course and edition as appropriate. Update textbook purchasing procedures as appropriate	Grades 7-12	__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	-
Review the list of textbooks with departments and indicate	Grades 7-12	__ ALL	-

the departments as per the rotation that will be purchasing textbooks.		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	
Confer with Department Lead Teachers to select electronic versions of the textbooks and select on-line resources if available for the textbook selected and purchase	Grades 7-12	__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	\$75,000; #4100
Issue an annual report to the Board on textbook purchases.	Grades 7-12	__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	-

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. An updated list of textbooks, and editions by course 2. Review and revise written textbook procedure as necessary and continue the schedule for purchasing newer editions of textbooks by department, including electronic versions and on line resources for the selected textbooks 3. Issue a report to the Board in the fall of each year outlining the status of textbooks by course 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review/revise the list of textbooks by course and edition as appropriate. Update textbook purchasing procedures as appropriate	Grades 7-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	-
Review the list of textbooks with departments and indicate the departments as per the rotation that will be purchasing textbooks.	Grades 7-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	-

		__ Other Subgroups(Specify)_____	
Confer with Department Lead Teachers to select electronic versions of the textbooks and select on-line resources if available for the textbook selected and purchase	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$80,000; #4100
Issue an annual report to the Board on textbook purchases.	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	-

GOAL:	Improve the school's curriculum by offering more electives, including media graphics, career information, life skills and SAT/ACT Prep classes	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : School Mission	
Identified Need :	Students and parents are asking the school to include practical and "fun" courses in the school's curriculum as well as courses that will better prepare students to take college entrance exams		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Develop a list of possible electives that can be introduced into the curriculum for 2017-18. Offer additional career and college information into the school's daily advisory program Expand SAT/PSAT/ACT preparation classes if possible in the 2016-17 school year 		
	Actions/Services	Scope of Service	Budgeted Expenditures
	Electives: 1. Research additional electives that can be introduced into the curriculum considering funding, teacher credentials and classroom space 2. Based on the criteria, select possible electives that can be offered in 2016-17; confer with students to determine	Grades 7-12 <input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

<p>interest</p> <p>3. If courses can be offered, develop course outlines, curriculum maps and submit to UC for a-g approval if necessary</p> <p>4. Place on student course selection forms for the 2016-17 school year. Courses with sufficient student sign-ups can be included in the school's course offerings beginning in 2016-17</p>			
<p>Career Information:</p> <p>1. Appoint staff to develop lessons in career information and life skills that can be taught during the school's advisory periods</p> <p>2. Review lesson calendar for 2016-17 during back to school week with teachers. Begin presenting lessons and information on August 24, 2016, the second week of school.</p> <p>3. At end of semester 1, 2016-17, review lessons presented, success and challenges as we move forward into semester 2 of 2016-17.</p>	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$3,074; 4100
<p>SAT/ACT Prep</p> <p>1. Research SAT/ACT prep classes to determine content to be taught</p> <p>2. Present the information to the counseling team along with the Director of Instruction and finalize course outline</p> <p>3. Appoint an instructor for the course and advertise to students</p> <p>4. Offer one class during the spring semester and study results. Modify as appropriate for the following year</p>	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$10,600; #5877
LCAP Year 2: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Continue introducing additional electives that interest students into the curriculum for 2018-19.</p> <p>2. Offer additional career and college information into the school's daily advisory program</p> <p>3. Expand if possible SAT/PSAT/ACT preparation classes in the 2017-18 school year</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>Electives:</p>	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p>	

<ol style="list-style-type: none"> 1. Research additional electives that can be introduced into the curriculum considering funding, teacher credentials and classroom space 2. Based on the criteria, select possible electives that can be offered in 2017-18; confer with students to determine interest 3. If courses can be offered, develop course outlines, curriculum maps and submit to UC for a-g approval if necessary 4. Place on student course selection forms for the 2017-18 school year. Courses with sufficient student sign-ups can be included in the school's course offerings beginning in 2017-18 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Career Information:</p> <ol style="list-style-type: none"> 1. Appoint staff to develop lessons in career information and life skills that can be taught during the school's advisory periods 2. Review lesson calendar for 2017-18 during back to school week with teachers. Begin presenting lessons and information on August 24, 2017, the second week of school. 3. At end of semester 1, 2017-18, review lessons presented, success and challenges as we move forward into semester 2 of 2017-18. 	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____</p>	\$3,258; #4100
<p>SAT/ACT Prep</p> <ol style="list-style-type: none"> 1. Research SAT/ACT prep classes to determine content to be taught 2. Present the information to the counseling team along with the Director of Instruction and finalize course outline 3. Appoint an instructor for the course and advertise to students 4. Offer one class during the spring semester and study results. Modify as appropriate for the following year 	Grades 11 & 12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$10,600; # 5977

At the end of each semester the EL coordinator and the Director of Instruction will meet to determine which EL students are to be reclassified. The EL coordinator shall notify the Executive Director of the number of EL students who were redesignated	Grades 7-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Implement .2 FTE in the Master Schedule to conduct an English Language Development class for EL's 2. Implement an Individual Learning Plan for EL students and monitor their academic progress 3. 80% of the limited English proficient students will be reclassified to fluent English proficient status
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue with EL coordination period and the instructional period. Indicate in the 2017-18 school master schedule 2. Counselors and EL Coordinator to identify incoming 7 th grade low income, English learners and redesignated FEP students 3. Parents and students to be invited to a meeting with administration before the end of school year to personally invite students to participate in the SMLI 4. Parent training will be conducted on the use of the school's student Information system to access student progress for the institute and into the school year 5. Parent orientation will also be conducted and will address the following suggested topics: <ul style="list-style-type: none"> • Introduction to school staff facilities, and policies • Instructional materials to be used by their student for the coming year • Indicators of academic success or lack of progress • How to access academic support for their student if necessary 	Grades 7-12	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,149; #1100

At the end of each semester the EL coordinator and the	Grades 7-12	<input type="checkbox"/> ALL	
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Director of Instruction will meet to determine which EL students are to be reclassified. The EL coordinator shall notify the Executive Director of the number of EL students who were redesignated

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. Implement .2 FTE in the Master Schedule to conduct an English Language Development class for EL's
2. Implement an Individual Learning Plan for EL students and monitor their academic progress
3. 80% of the limited English proficient students will be reclassified to fluent English proficient status

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. Continue with EL coordination period and the instructional period. Indicate in the 2018-19 school master schedule 2. Counselors and EL Coordinator to identify incoming 7th grade low income, English learners and reclassified FEP students 3. Parents and students to be invited to a meeting with administration before the end of school year to personally invite students to participate in the SMLI 4. Parent training will be conducted on the use of the school's student Information system to access student progress for the institute and into the school year 5. Parent orientation will also be conducted and will address the following suggested topics: <ul style="list-style-type: none"> • Introduction to school staff facilities, and policies • Instructional materials to be used by their student for the coming year • Indicators of academic success or lack of progress • How to access academic support for their student if necessary 	Grades 7-12	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$37,258; #1100
<p>At the end of each semester the EL coordinator and the Director of Instruction will meet to determine which EL students are to be reclassified. The EL coordinator shall notify the Executive Director of the number of EL students who were reclassified</p>	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL:	Strengthen the school's Culture of Accountability by purchasing software to house student academic achievement data, implementing the NWEA MAP assessment system, and the NWEA Skills Navigator in English and Math support classes. and developing a list of key metrics to measure the business/academic health of the school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8 X COE only: 9__ 10__ Local : Closing the achievement gap
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Identified Need :	<ol style="list-style-type: none"> 1. The school needs a software program to house student achievement data so that it is readily available to administrators to monitor school progress and teachers to inform their instruction. 2. Continued use of the NWEA MAP assessment is essential to measure school progress against national norms and to determine student strengths and gaps in the areas of Math and English 3. Continued use of key school metrics is important so the Board and administration can monitor total school progress and take corrective action on deficiencies
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Implementation of the Illuminate software program. Provide training to the entire Administrative team and Core Lead Teachers on the use of the software 2. Review the indicators of success and change as appropriate. Continue reporting to the Board on the "Indicators of success" as per the approved schedule 3. Continue testing of students using the NWEA MAP assessment in grades 7-10 4. Implement the NWEA Skills Navigator program in the English and Math support classes. 5. 55% of the students in the English and Math support classes will earn a C or better in their math 1 and English 9 classes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Illuminate Software to house student Academic Data 1. Continue purchasing the site license for Illuminate data software 2. Continue providing training to the administrative team and Lead Teachers on the use of Illuminate software 3. Develop a data list for each department. Assign responsibility to the administration team to produce the data for the departments.	Grades 7-12	X ALL	\$7,500; #5878
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
School Indicators of Success: 1. Review the 2015-16 list of Indicators and adjust as appropriate for 2016-17 2. Continue assigning permanent data gathering responsibilities to appropriate administrative staff	Grades 7-12	X ALL	-
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3. Publish the Indicators in English and Spanish on the school's website			
NWEA Map Assessment: 1. Set the calendar of testing dates for grades 7-10, fall and spring 2. Notify affected teachers of test times, room assignments and modified bell schedules 3. Dir. of Instruction and Dir. of Technology to attend annual NWEA conference for advanced training, calendar and funding permitting 4. Schedule staff training Professional Development during semester 1 2016-17 5. Review testing procedures and reports. Modify process as appropriate for following year	Grades 7-10	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,000; #5878
NWEA Skills Navigator: 1. Send Math and English staff to NWEA training on the use of the Skills Navigator fall 2016. 2. Develop metrics to determine the success of the program 3. Implement the use of the Skills Navigator in Semester 2 of 2016-17 4. Using the metrics above, assess the program and revise as necessary.	Grades 9	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000; 5863

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Implementation of the Illuminate software program. Provide training to the entire Administrative team and Core Lead Teachers on the use of the software 2. Review the indicators of success and change as appropriate. Continue reporting to the Board on the "Indicators of success" as per the approved schedule 3. Continue testing of students using the NWEA MAP assessment in grades 7-10 4. Implement the NWEA Skills Navigator program in the English and Math support classes. 5. 60% of the students in the English and Math support classes will earn a C or better in their math 1 and English 9 classes		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Illuminate Software to house student Academic Data	Grades 7-12	<input checked="" type="checkbox"/> ALL	\$7,750; #5878

<ol style="list-style-type: none"> 1. Continue purchasing the site license for Illuminate data software 2. Continue providing training to the administrative team and Lead Teachers on the use of Illuminate software 3. Review the data list for each department and revise as appropriate. Assign responsibility to the administration team to produce the data for the departments. 		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
School Indicators of Success: <ol style="list-style-type: none"> 1. Review the 2016-17 list of Indicators and adjust as appropriate for 2017-18 2. Continue assigning permanent data gathering responsibilities to appropriate administrative staff 3. Publish the Indicators in English and Spanish on the school's website 	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	-
NWEA Map Assessment: <ol style="list-style-type: none"> 1. Set the calendar of testing dates for grades 7-10, fall and spring 2. Notify affected teachers of test times, room assignments and modified bell schedules 3. Dir. of Instruction and Dir. of Technology to attend annual NWEA conference for advanced training, calendar and funding permitting 4. Schedule staff training Professional Development during semester 1 2017-18. 5. Review testing procedures and reports. Modify process as appropriate for following year 	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,500; #5878
NWEA Skills Navigator: <ol style="list-style-type: none"> 1. Send Math and English staff to NWEA training on the use of the Skills Navigator. 2. Review/revise metrics to determine the success of the program 3. Using the metrics above, assess the program and revise as necessary for the next year. 	Grades 9	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,000; #5863

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Implementation of the Illuminate software program. Provide training to the entire Administrative team and Core Lead Teachers on the use of the software 2. Review the indicators of success and change as appropriate. Continue reporting to the Board on the “Indicators of success” as per the approved schedule 3. Continue testing of students using the NWEA MAP assessment in grades 7-10 4. Implement the NWEA Skills Navigator program in the English and Math support classes. 5. 65% of the students in the English and Math support classes will earn a C or better in their math 1 and English 9 classes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Illuminate Software to house student Academic Data <ol style="list-style-type: none"> 1. Continue purchasing the site license for Illuminate data software 2. Continue providing training to the administrative team and Lead Teachers on the use of Illuminate software 3. Review the data list for each department and revise as appropriate. Assign responsibility to the administration team to produce the data for the departments. 	Grades 7-12	<u> X </u> ALL <hr/> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$8,000; #5878
School Indicators of Success: <ol style="list-style-type: none"> 1. Review the 2017-18 list of Indicators and adjust as appropriate for 2018-19 2. Continue assigning permanent data gathering responsibilities to appropriate administrative staff 3. Publish the Indicators in English and Spanish on the school’s website 	Grades 7-12	<u> X </u> ALL <hr/> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	-
NWEA Map Assessment: <ol style="list-style-type: none"> 1. Set the calendar of testing dates for grades 7-10, fall and spring 2. Notify affected teachers of test times, room assignments and modified bell schedules 3. Dir. of Instruction and Dir. of Technology to attend annual NWEA conference for advanced training, calendar and funding permitting 4. Schedule staff training Professional Development during semester 1 2018-19 	Grades 7-12	<u> X </u> ALL <hr/> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$8,000; #5878

5. Review testing procedures and reports. Modify process as appropriate for following year			
NWEA Skills Navigator: 1. Continue sending Math and English staff to NWEA training on the use of the Skills Navigator. 2. Revise metrics to determine the success of the program 3. Using the metrics above, assess the program and revise as necessary for the ensuing year.	Grades 9	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,000; #5863

GOAL:	Improve the Quality of Student Life on Campus by implementing a student wellness program, enhancing the school's co-curricular program, establishing a web based library media center and instituting a student peer mentor program.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Mental Health Initiative; State Supt. Memo Feb 2014
Identified Need :	Because of student expectations and academic rigor, many students experience high levels of anxiety. There have been a few students who have threatened to harm themselves and in some cases attempted suicide. The school needs to improve the quality of student life on campus to relieve some of the anxiety and make our school a "fun place" to be. Also, students need an adult supervised location on campus to do homework, do research, wait for their parents to pick them up after school, receive tutoring and academic support.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1. Expand the list of trained staff that is able to address mental health needs of students; review and revise the list of agencies to which the school can refer students needing mental health support. 2. Provided funding permits, add a mental health counselor on a part-time basis. Through the use of a survey, 80% of the students using the services will report that the service is necessary and useful. 3. Facilities permitting, add another competitive sport to the school's athletic program and maintain the school's lunchtime intramural sports program 4. Hold a school wide club recruitment day and reserve time during some advisory days for clubs to meet. 5. Continue expanding and promoting the Web/Link Crew peer mentoring program to ensure that at least 75% of 7 th and 9 th graders participate in the program of which at least 70% will report that the program benefitted them 6. Implement a lunchtime activities program that can be implemented during extended lunch hours. At lease 60% of the students will report that the activities have been successful.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Student Wellness:</p> <ol style="list-style-type: none"> 1. Establish additional relationships between mental health agencies to provide on-going training and reference resources to counseling staff. 2. Hire a part-time wellness counselor 3. Review/revise administrative regulations and procedures for counselors and staff on making student referrals to agencies and addressing mental health and stress-related issues. 4. Continue providing response and prevention training to UPA counselors and Director of Student Services 5. Provide periodic information and training to staff regarding the mental wellness program 6. Provide appropriate levels of student training through Advisory curriculum, including formal curriculum around resiliency and managing academic stress. 7. Locate “safe” counseling space in the classroom and office locator. 8. Review current instructional policies, master schedule, bell schedule, and calendar to reduce school stress as much as possible 	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$30,000; #1100
<p>Co-Curricular Program Athletics:</p> <ol style="list-style-type: none"> 1. Provide coaching and material resources to support the addition of baseball or soccer to the list of available sports if fields can be found. 2. Pending student interest, work with ASB to include 1 additional intramural offering, facilities permitting. 3. Inform students of additional athletic opportunities if available through announcements and advisory class presentations 	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$3,500; #5874
<p>Co-Curricular Program Clubs:</p> <ol style="list-style-type: none"> 1. Review application procedure for student club authorization, and streamline if appropriate 2. Hold a club recruitment day at the start of school to enroll more students in clubs 3. Towards the end of Semester 1 of 2016-17, hold a club activities day for clubs to meet during advisory and lunch 	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$1,000; #5877

WEB/Link Crew Program: 1. Continue sending two staff members to WEB/LINK training. 2. Ensure that all incoming grade 7 th and 9 th grade students, especially low income students, English learners, and foster youth receive an orientation about Web/Link Crew and that they participate in the yearlong program 3. WEB and LINK coordinators are to select student leaders for the WEB/Link Crew programs	Grades 7&9	<input checked="" type="checkbox"/> <u>ALL</u> <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,560; #1100
Lunchtime Activities Program With the collaboration of ASB develop an activities program that can take place during scheduled extended lunch schedules. Hold activities at least once each month.	Grades 7-12	<input checked="" type="checkbox"/> <u>ALL</u> <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,300; #1100

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Expand the list of trained staff that is able to address mental health needs of students; review and revise the list of agencies to which the school can refer students needing mental health support. Provided funding permits, continue funding a mental health counselor on a part-time basis. Through the use of a survey, 80% of the students using the services will report that the service is necessary and useful. Facilities permitting, add another competitive sport to the school's athletic program and maintain the school's lunchtime intramural sports program Hold a school wide club recruitment day and reserve time during some advisory days for clubs to meet. Continue expanding and promoting the Web/Link Crew peer mentoring program to ensure that at least 75% of 7th and 9th graders participate in the program of which at least 70% will report that the program benefitted them Implement a lunchtime activities program that can be implemented during extended lunch hours. At least 70% of the students will report that the activities have been successful.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Student Wellness: <ol style="list-style-type: none"> Establish additional relationships between mental health agencies to provide on-going training and reference resources to counseling staff. Continue the services of the part-time wellness counselor Review/revise administrative regulations and 	Grades 7-12	<input checked="" type="checkbox"/> <u>ALL</u> <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000; #1100

<p>procedures for counselors and staff on making student referrals to agencies and addressing mental health and stress-related issues.</p> <ol style="list-style-type: none"> Continue providing response and prevention training to UPA counselors and Director of Student Services Provide periodic information and training to staff regarding the mental wellness program Provide appropriate levels of student training through Advisory curriculum, including formal curriculum around resiliency and managing academic stress. Locate “safe” counseling space in the classroom and office locator. Review current instructional policies, master schedule, bell schedule, and calendar to reduce school stress as much as possible 			
<p>Co-Curricular Program Athletics:</p> <ol style="list-style-type: none"> Provide coaching and material resources to support the addition of baseball or soccer to the list of available sports if fields can be found. Pending student interest, work with ASB to include 1 additional intramural offering, facilities permitting. Inform students of additional athletic opportunities if available through announcements and advisory class presentations 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$3,500; #5874
<p>Co-Curricular Program Clubs:</p> <ol style="list-style-type: none"> Review application procedure for student club authorization, and streamline if appropriate Hold a club recruitment day at the start of school to enroll more students in clubs Towards the end of Semester 1 of 2016-17, hold a club activities day for clubs to meet during advisory and lunch 	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$1,500; #5877
<p>WEB/Link Crew Program:</p> <ol style="list-style-type: none"> Continue sending two staff members to WEB/LINK training. Ensure that all incoming grade 7th and 9th grade students, especially low income students, English learners, and foster youth receive an orientation about Web/Link Crew and that they participate in the yearlong program WEB and LINK coordinators are to select student leaders for the WEB/Link Crew programs 	Grades 7&9	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$5,894 #1100

<p>Lunchtime Activities Program With the collaboration of ASB develop an activities program that can take place during scheduled extended lunch schedules. Hold activities at least once each month.</p>	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,678; #1100</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Expand the list of trained staff that is able to address mental health needs of students; review and revise the list of agencies to which the school can refer students needing mental health support. Provided funding permits, continue funding a mental health counselor on a part-time basis. Through the use of a survey, 85% of the students using the services will report that the service is necessary and useful. Facilities permitting, add another competitive sport to the school's athletic program and maintain the school's lunchtime intramural sports program Hold a school wide club recruitment day and reserve time during some advisory days for clubs to meet. Continue expanding and promoting the Web/Link Crew peer mentoring program to ensure that at least 75% of 7th and 9th graders participate in the program of which at least 70% will report that the program benefitted them Implement a lunchtime activities program that can be implemented during extended lunch hours. At lease 75% of the students will report that the activities have been successful.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Student Wellness: 1. Establish additional relationships between mental health agencies to provide on-going training and reference resources to counseling staff. 2. Continue the services of the part-time wellness counselor 3. Review/revise administrative regulations and procedures for counselors and staff on making student referrals to agencies and addressing mental health and stress-related issues. 4. Continue providing response and prevention training to UPA counselors and Director of Student Services 5. Provide periodic information and training to staff regarding the mental wellness program 6. Provide appropriate levels of student training through Advisory curriculum, including formal curriculum around resiliency and managing academic stress. 7. Locate "safe" counseling space in the classroom and</p>	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000; #1100</p>

<p>office locator.</p> <p>8. Review current instructional policies, master schedule, bell schedule, and calendar to reduce school stress as much as possible</p>			
<p>Co-Curricular Program Athletics:</p> <ol style="list-style-type: none"> 1. Provide coaching and material resources to support the addition of baseball or soccer to the list of available sports if fields can be found. 2. Pending student interest, work with ASB to include 1 additional intramural offering, facilities permitting. 3. Inform students of additional athletic opportunities if available through announcements and advisory class presentations 	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,500; #5874</p>
<p>Co-Curricular Program Clubs:</p> <ol style="list-style-type: none"> 1. Review application procedure for student club authorization, and streamline if appropriate 2. Hold a club recruitment day at the start of school to enroll more students in clubs 3. Towards the end of Semester 1 of 2018-19, hold a club activities day for clubs to meet during advisory and lunch 	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,500; #5877</p>
<p>WEB/Link Crew Program:</p> <ol style="list-style-type: none"> 1. Continue sending two staff members to WEB/LINK training. 2. Ensure that all incoming grade 7th and 9th grade students, especially low income students, English learners, and foster youth receive an orientation about Web/Link Crew and that they participate in the yearlong program 3. WEB and LINK coordinators are to select student leaders for the WEB/Link Crew programs 	<p>Grades 7&9</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,247 #1100</p>
<p>Lunchtime Activities Program</p> <p>With the collaboration of ASB develop an activities program that can take place during scheduled extended lunch schedules. Hold activities at least once each month.</p>	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,000; #1100</p>

Implement the career tech pathway in the next year's master schedule.	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	-
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Expand the course offerings for computer programming if possible 2. Offer courses in the tech path starting in 2017-18		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Programming Courses: 1. Continue offering the Introduction to Computer Science Course in 2017-18 2. Continue offering AP computer science in 2017-18	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$26,000; #1100
Career Tech Pathway Identify the career tech pathway and introduce into the 2017-18 master schedule.	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000; #4100
Market and recruit students to enroll in the career tech classes.	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000; #4100

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Expand the course offerings for computer programming if possible 2. Continue offering courses in the tech path in 2018-19		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Programming Courses: 1. Continue offering the Introduction to Computer Science Course in 2018-19 2. Offer AP computer science in 2018-19	Grades 7-12	<input checked="" type="checkbox"/> ALL	\$27,000; #1100
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
Review and evaluate the career tech pathway and make improvements as necessary	Grades 7-12	<input checked="" type="checkbox"/> ALL	\$2,000; #4100
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
Market and recruit more students into the career tech classes	Grades 7-12	<input checked="" type="checkbox"/> ALL	\$1,000; #4100
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify)_____	

GOAL:	Upgrade Science Laboratory facilities	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	The school's science labs are crowded, outdated and ill equipped. Modernization of the labs is necessary to provide quality science instruction to our students	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	1. A survey of the science faculty will indicate an 80% satisfaction with the lab facilities 2. UPA will conduct a survey of students using the new lab facilities. At least 70% of the students will report that the new facilities are useful, helpful and contributed to their learning.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Work with science staff to identify lab stations and shelving to be purchased for 2 of 4 labs.	Grades 9-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	-
Identify any safety equipment in the labs that need to be upgraded to confirm to safety standards	Grades 9-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	-
Identify lab equipment that needs to be purchased e.g., microscopes, vacuum pumps, etc.	Grades 9-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	-
Develop a budget to fully implement necessary modernization in 3 years with safety items and lab stations to be the highest priority for purchase and installation.	Grades 9-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____	-
By September 30, 2016, implement year 1 of the plan	Grades 9-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$60,000; # 4410

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. A survey of the science faculty will indicate an 80% satisfaction with the lab facilities 2. UPA will conduct a survey of students using the new lab facilities. At least 70% of the students will report that the new facilities are useful, helpful and contributed to their learning
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Work with science staff to identify lab stations and shelving to be purchased for the 3 rd of 4 school labs.	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	-
Identify any additional safety equipment in the labs that need to be upgraded to confirm to safety standards	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	-
Identify additional lab equipment that needs to be purchased e.g., microscopes, vacuum pumps, etc.	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	-
Review and revise the science modernization budget and for implementation of year 2 of the plan.	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	-
By September 30, 2017, implement year 2 of the plan	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$60,000; #4410

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. A survey of the science faculty will indicate an 80% satisfaction with the lab facilities 2. UPA will conduct a survey of students using the new lab facilities. At least 75% of the students will report that the new facilities are useful, helpful and contributed to their learning
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Work with science staff to identify lab stations and shelving to be purchased for the last of 4 labs.	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	-
Identify any additional safety equipment in the labs that need to be upgraded to confirm to safety standards	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	-
Identify additional lab equipment that needs to be purchased e.g., microscopes, vacuum pumps, etc.	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	-
Review and revise the science modernization budget for implementation of year 3 of the budget plan	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	-
By September 30, 2018, implement year 3 of the plan	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$60,000; #4410

GOAL:	Improve school to home communications	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Parents, students and staff have identified school to home communications as a priority need. Teacher feedback to students regarding assignments and homework needs to be faster, the school's website needs to be rebuilt and better organized to enable parents and the public to obtain school information in an efficient manner. Parents also want to be kept informed of school activities and important calendar events through newsletters or bulletins.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

1. Conduct a survey to measure baseline perceptions and opinions regarding the speed of teacher feedback, the usefulness of the school's website and newsletters.
2. Conduct a follow-up survey in the spring to measure an increase of at least 25% in favorable opinions in the areas of communication indicated in #1 above

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training in obtaining customer feedback through surveys Train the administrative team on Customer Experience Management Principles. Training in these concepts will enable the school to gain structured and ongoing feedback from the students and families we serve, and reinforce our foundation for continuous improvement in the area of communications.	Grades 7-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000; #5210
Perception Surveys Develop surveys to poll, staff, students and parents regarding communications. Issue the surveys to establish a baseline measure for each area	Grades 7-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000; #4325
School Website Appoint a Director to lead school efforts at redesigning the school's website. Select a vendor and finalize the new website design by September of 2016. Go live with the new website no later than October 2016.	Grades 7-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000; #5910
School Newsletters	Grades 7-12	<input checked="" type="checkbox"/> ALL	\$2,000; #5860

Design a newsletter to be issued to parents by email once each week. The newsletter is to inform parents of school activities and important dates		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teacher Feedback to Students Develop an administrative regulation that defines reasonable timelines for providing students with assignments, feedback on quizzes, tests and homework. Issue the regulation and review with staff. Monitor the implementation of the regulation by conducting periodic surveys to students and teachers	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	-

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Conduct a survey in the fall to measure the perceptions and opinions regarding the speed of teacher feedback, the usefulness of the school's website and newsletters. 2. Conduct a follow-up survey in the spring to measure an increase of at least 25% in favorable opinions in the areas of communication indicated in #1 above
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training in obtaining customer feedback through surveys Train the school's Lead Team and other teachers on Customer Experience Management Principles. Training in these concepts will enable the school's Lead Teachers to gain structured and ongoing feedback from the students and families we serve, and reinforce our foundation for continuous improvement in the area of communications.	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,500; #5210
Perception Surveys Develop surveys to poll, staff, students and parents regarding communications and other topics of importance to the school. Issue the surveys in the fall to establish a baseline measure for each area for that year.	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000; #4325
School Website Issue a survey to parents to measure the effectiveness of the website and its usefulness in informing parents	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$5,000; #5910

		__ Other Subgroups:(Specify)_____	
School Newsletters Improve the school's newsletter as appropriate and issue a survey to determine its usefulness and obtain suggestions for improvement	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$2,000; #5860
Teacher Feedback to Students Review/revise the administrative regulation that defines reasonable timelines for providing students with assignments, feedback on quizzes, tests and homework. Review with staff on an annual basis. Monitor the implementation of the regulation by conducting periodic surveys to students and teachers	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	-

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Conduct a survey in the fall to measure the perceptions and opinions regarding the speed of teacher feedback, the usefulness of the school's website and newsletters. 2. Conduct a follow-up survey in the spring to measure an increase of at least 25% in favorable opinions in the areas of communication indicated in #1 above 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training in obtaining customer feedback through surveys Train teachers and on Customer Experience Management Principles. Training in these concepts will enable the school's Teachers to gain structured and ongoing feedback from the students and families we serve, and reinforce our foundation for continuous improvement in the area of communications.	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	\$4,000; #5210
Perception Surveys	Grades 7-12	<input checked="" type="checkbox"/> ALL	\$1,000; #4325

<p>Develop surveys to poll, staff, students and parents regarding communications and other topics of importance to the school. Issue the surveys in the fall to establish a baseline measure for each area for that year.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>School Website Issue a survey to parents to measure the effectiveness of the website and its usefulness in informing parents</p>	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000; #5910</p>
<p>School Newsletters Improve the school's newsletter as appropriate and issue a survey to determine its usefulness and obtain suggestions for improvement</p>	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,500; #5860</p>
<p>Teacher Feedback to Students Review/revise the administrative regulation that defines reasonable timelines for providing students with assignments, feedback on quizzes, tests and homework. Review with staff on an annual basis. Monitor the implementation of the regulation by conducting periodic surveys to students and teachers</p>	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>-</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Original GOAL from prior year LCAP:	Eliminate the Achievement Gap by implementing the AVID program, a summer math/literacy institute, and an academic intervention program, including tutoring and staff office hours as well as a support program for students taking AP classes.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7 X 8__ COE only: 9__ 10__ Local : Closing the achievement gap; School Mission
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Implement AVID program in Grade 7 and enroll at least 20 students for the class; 75% of the AVID students will earn a GPA of 2.5 or better. 2. Offer a Summer Math/Literacy Institute (SMLI) for identified students; recruit students and meet with parents prior to the start of the SMLI; at least 75% of the students will earn a grade of C- or better in math 7 and/or English 7. 3. To implement the school's intervention program, allocate .4 FTE for math and English support classes to be offered to identified students during the school day in 2015-16. 4. Establish staff office hours for after school tutoring and a process for students to obtain academic support during advisory period. 5. Counselors work with students during counseling meetings to select AP courses in their area of interest; 75% of AP students will pass their AP exams with a score of 3 or better; increase the number of students taking the SAT/PSAT and ACT over the previous year and obtain feedback form students regarding additional AP courses to offer in the curriculum. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The expected outcome regarding enrollment and GPA's has been met and exceeded. AVID courses have been implemented in grades 7, 8 and 9. The AVID achievement levels by grade are as follows: <ul style="list-style-type: none"> • Grade 7: 83.3% of the AVID students earned a GPA of 2.5 or greater. The Combined GPA for the 7th grade AVID class is 3.40 • Grade 8: 90.1% of the AVID 8th grade students earned a GPA of 2.5 or greater. The combined GPA for the 8th grade AVID class is 3.10 • Grade 9: 82.6% of the 9th grade AVID students earned a GPA of 2.5 or greater. The combined GPA for the 9th grade AVID class is 3.18 2. Summer Math/Literacy Institute was offered for the second year running. Students were actively recruited prior to the start of the SMLI. However, only 63% of students attending SMLI earned a C- or better in math, and only 72% earned a C- or better in English, based on Semester 1 grades from the 15-16 school year. 3. .4 FTE has been allocated. .2 goes to a linked section of Integrated Math 1 Support, and .2 goes to the schoolwide intervention programs at the middle and high school levels. 4. Teachers have listed after school office hours on their syllabus. Our advisory curriculum has built in two days for students to seek help from any teacher during their advisory period.
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			<p>5. Counselors did not directly meet with students to discuss AP courses, but registration policies were implemented that required students to conference with teachers of the various AP Courses. For the 2015 exams, 78% of students passed their exams. The PSAT was offered at no cost to the students in grades 9-11 in a mandatory test session. In addition, no-cost SAT prep courses were made available. An additional AP course is planned for the coming school year, based on student interest.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Expand the AVID Program to include grade 7 enrolling at least 20 targeted students in each grade using AVID Criteria:</p> <ul style="list-style-type: none"> • Appoint and provide training for AVID Teachers • Purchase necessary AVID curriculum materials • Recruit students (must meet AVID enrollment criteria) 	\$51,856	All planned actions and services accomplished and exceeded	79,950
<p>Scope of service: Grades 7, 8 & 9</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Grades 7, 8 & 9</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Continue offering a Summer Math Literacy Institute (SMLI) for incoming 7th graders needing a “head start” in math and English:</p> <ul style="list-style-type: none"> • Establish summer school calendar • Revise curriculum materials as appropriate • Hire SMLI staff • Identify and recruit students for the SMLI 	\$12,000	All actions and services have been accomplished	14,983

Scope of service: Grade 7		Scope of service: Grade 7	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement an intervention program for “at-Risk” students in math and English: <ul style="list-style-type: none"> Allocate FTE for math support classes Train staff on use and analysis of state testing and NWEA assessment data Use achievement data to determine success of the program 	\$30,000	Actions partially completed. The FTE has been allocated, and the course fielded. Staff members continue to attend NWEA conferences and trainings. In addition, staff received extensive training on the Illuminate Data Management Module in order to find and take action on achievement data. The Director of Special Programs uses student achievement data to evaluate the intervention programs on a six-week cycle throughout the year.	21,793
Scope of service: Grades 7 & 9		Scope of service: Grades 7 & 9	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Establish an after school tutorial program: <ul style="list-style-type: none"> Locate appropriate school classroom to serve as the tutorial center. Establish days & hours for operation of the center Hire staff on an hourly basis Advertise the center to students during advisory classes Monitor attendance and reasons for students attending the center 	\$9,127	<ol style="list-style-type: none"> The Technology lab serves as the tutorial center. The tutorial center’s days & hours of operation are posted on the school website. An hourly employee has been hired to staff the tutorial center. At the beginning of the year, advisory teachers advertised and encouraged students to attend the tutorial center after school to receive extra academic support. Daily attendance is taken when the tutorial center opens. 	3,048

Scope of service: All grades 7-12		Scope of service: All grades 7-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Establish staff office hours to enable student support and assistance during advisory period and after school: <ul style="list-style-type: none"> Require all teachers to establish after school office hours and post hours in all classrooms Work with staff to establish one advisory period /week to allow students to seek help from any teacher during their advisory period 		All actions and services have been accomplished	
Scope of service: All grades 7-12		Scope of service: All grades 7-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop a program of support and assistance for students taking AP courses: <ul style="list-style-type: none"> Encourage students in grades 9,10 and 11 to take the PSAT/SAT Counselors will guide students in selecting AP course choices Develop incentive program(s) to encourage AP course enrollment Survey students for future AP course offerings 	-	All actions and services completed; a slight change in focus occurred – the PSAT was offered at no cost to all students in grades 9-11. However, rather than focusing on more AP course registrations, counselors focused on advising students to take the appropriate courses and number of courses in order to balance workload. AP courses were added and rotated out based on student interest and program success as measured by average exam scores	
Scope of service: Grades 9-12		Scope of service: Grades 9-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school has made great progress in accomplishing this goal, especially implementing the AVID program which has been implemented in 2 grade levels. We seek to implement this program in grade 10 for 2016-17. The remaining components of the goal are central to our efforts at closing the achievement gap. The school will, therefore, continue to offer this goal as a series of activities designed to assist students and ensure that they meet with academic success.

Original GOAL from prior year LCAP:	Purchase updated textbooks for core classes, including World Language	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students in Grades 7-12
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Expected Annual Measurable Outcomes:	1. A list of textbooks, and editions by course 2. A written textbook procedure and a schedule for purchasing newer editions of textbooks by department 3. A report to the Board in the fall of each year outlining the status of textbooks by course	Actual Annual Measurable Outcomes:	1. The list of textbooks by course and edition was developed and issued to the Executive Director. 2. A procedure to purchase textbooks has been written and distributed to Department Leaders /Teachers 3. A report on the status of textbooks will be reported to the school Board at the June 2016 meeting along with approval to purchase textbooks for the 2016-17 school year
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop a list of textbooks by course and edition.		This action was accomplished	
Scope of service: Grades 9-12		Scope of service: Graders 9-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__ Other Subgroups:(Specify)_____			__ Other Subgroups:(Specify)_____		
Review the list with departments and develop a plan to purchase newer edition textbooks by departmental rotation so that departments have sufficient textbooks of recent editions		-	This action was accomplished resulting in new textbooks for various departments per the purchase rotation.		
Scope of service:	Grades 9-12		Scope of service:	Grades 9-12	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
Develop forms, ordering procedure and purchase textbooks		\$65,000	This action has been accomplished		82,035
Scope of service:	Grades 9-12		Scope of service:	Grades 9-12	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		While all activities of this goal have been accomplished, there continue to be additional needs in providing classrooms with "hard copy" classroom sets and corresponding e-textbook versions and resources to students. Also, we continue to update textbooks to the latest editions.			

Original GOAL from prior year LCAP:	Improve the school's curriculum by offering more electives, including media graphics, career information, life skills and SAT/ACT Prep classes	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : School Mission
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students in Grades 7-12	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Develop a list of possible electives that can be introduced into the curriculum for 2016-17. 2. Introduce college and career information into the school's daily advisory program 3. Offer SAT/PSAT/ACT preparation classes in the 2015-16 school year 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. New electives to add to the curriculum were explored. The administration, after consulting with the faculty and students included Multi-media graphics, Marine Biology and AP computer Science in the course selection student forms for 2016-17. The courses were written, approved by the UPA Board and have been approved by UC for UC a-g status. 2. College and career information was introduced into the school advisory period curriculum. An advisory period coordinator was appointed who organized the curriculum for all advisory classes. 3. SAT/PSAT/ACT prep class was offered by the school. The school contracted with a vendor to conduct the classes at our school.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Electives:</p> <ul style="list-style-type: none"> • Research additional electives that can be introduced into the curriculum considering funding, teacher credentials and classroom space • Based on the criteria, select possible electives that can be offered in 2016-17; confer with students to determine interest • If courses can be offered, develop course outlines, curriculum maps and submit to UC for a-g approval if necessary • Place on student course selection forms for the 2016-17 school year. Courses with sufficient student sign-ups can be included in the school's course offerings beginning in 2016-17 	-	<ul style="list-style-type: none"> • Completed - Additional electives researched and offered based on student and parent demand during the LCAP process. • Completed - Electives to be offered are Marine Biology, AP Computer Science, U.S. Government, and Multimedia Arts. • In progress - As of this writing, 2/4 of the above courses have been approved for UC a-g. Marine Biology is pending approval, and AP Computer Science is pending teacher's attendance to the AP Institute in order to write the AP Course Syllabus. • Completed - Courses were offered to students via course selection forms. 	-
Scope of service:	Grades 7-12	Scope of service:	Grades 7-12
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	

__ Other Subgroups:(Specify)_____			__ Other Subgroups:(Specify)_____		
Career Information: 1. Appoint staff to develop lessons in career information and life skills that can be taught during the school's advisory periods 2. Review lesson calendar for 2015-16 during back to school week with teachers. Begin presenting lessons and information on August 24, 2015, the second week of school. 3. At end of semester 1, 2015-16, review lessons presented, success and challenges as we move forward into semester 2 of 2015-16.		\$2,000	1. Staff member appointed to develop lessons on career information and life skills, which were taught during the school's advisory period. 2. During back to school week with teachers, presentation was delivered by advisory staff member regarding first semester Advisory lessons; lessons were implemented beginning the second week of school. 3. Advisory committee met at the end of semester 1 and reviewed previous lessons; committee met three times to calendar and plan for semester 2 lessons.		2,663
Scope of service:	Grades 7-12		Scope of service:	Grades 7-12	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
SAT/ACT Prep • Research SAT/ACT prep classes to determine content to be taught • Present the information to the counseling team and along with the Director of Instruction finalize course outline • Appoint an instructor for the course and advertise to students • Offer one class during the spring semester and study results. Modify as appropriate for the following year		\$5,000	1. UPA received multiple bids from SAT/ACT test prep companies to hold classes once a week on UPA's campus. 2. The final bid and curriculum were presented to the Executive Director's Advisory Board for approval. 3. C2 Educate provided one English and one math instructor. Students were notified in their Advisory class that UPA would be offering and SAT prep class. 4. The SAT course was held on campus from January to February. The Student's test results were analyzed that showed marginal growth. This could be attributed to spotty student attendance.		\$9,920
Scope of service:	Grades 11&12		Scope of service:	Grades 11 & 12	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The school has made great progress in accomplishing this goal; however, we will continue to:</p> <ul style="list-style-type: none"> • Research and offer more electives that students want • Offer more college and career information during advisory classes as well as other classes • Offer PSAT/SAT/ACT preparation classes
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Original GOAL from prior year LCAP:	Build and enhance a college going culture by purchasing a college and career guidance software program, and implementing a college visitation program	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : School Mission
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Incorporate the use of the Naviance College information software in grades 9-12 advisory classes 2. Plan and Implement a fall 2015 college visitation for all UPA students in grades 9-12 3. Plan and implement an overnight college visitation program for 11th grade students to Southern CA Colleges/Universities- spring of 2016. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The Naviance college visitation program was incorporated into the school's advisory program 2. All UPA students participated in the fall college visitation program to northern CA colleges and universities 3. All 11th grade students participated in the tour of So. CA colleges and universities. The visitation program included tours of 6 colleges/universities included lasted 3 nights and 4 days.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Career Guidance Program: <ol style="list-style-type: none"> 1. Train all high school Advisory teachers on the use of the Naviance program by September 30, 2015 2. "Roll-out" the Naviance program in grades 9-11 after teacher training and incorporate the use of the program in advisory classes 	\$2,000	The actions and services were partially completed <ol style="list-style-type: none"> 1. Teacher training was completed and students were given access to the program 2. Not all teachers employed the use of Naviance in their advisory class. 	\$12,870
Scope of service:	Grades 7-12	Scope of service:	Grades 7-12
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
College Field Trips: 1. AVID Coordinator to provide training to staff and counselors in AVID based college field trip strategies and curriculum 2. Plan college field trips at the onset of the school year. Inform students, parents and staff. 3. Implement fall college field trips for all students 4. Implement spring overnight college visitation program to Southern CA colleges and universities for 11 th Grade students. 5. Counselors will review logistics and plan student field trips to local college recruitment fairs	\$35,000	1. The AVID Coordinator designed a curriculum to be used during the Spring college field trips. 2. All college visitation field trips were planned from August 2015-September 2015. Colleges to be visited were contacted, appropriate arrangements made. Buses/or public transportation was arranged and parent permission field trip forms were completed. 3. 97% of our entire student body participated in the fall field trips. 4. 86% of our 11 th grade students participated in the overnight field trip to Southern California. 5. The counselors planned and implemented a curriculum for the overnight field trip to Southern California.	\$29,492
Scope of service: Grades 7-12		Scope of service: Grades 7-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All the activities of this goal have been accomplished. In addition, the structures for ensuring continuing these activities are in place and thus we will drop this goal from `next year's LCAP.		

Original GOAL from prior year LCAP:	Provide Academic Support for English Learners	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Closing the achievement gap
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English Learners Grades 7-12	

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Hire an EL Coordinator and implement .2 FTE in the 2015-16 master schedule for this purpose 2. Implement .2 FTE in the Master Schedule to conduct an English Language Development class for EL's 3. Implement an Individual Learning Plan for EL students and their Monitor their academic progress 	Actual Annual Measurable Outcomes:	Measurable outcomes 1-3 were accomplished. See information below.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> 1. Continue with EL coordination period and the instructional period. Indicate in the 2015-16 school master schedule 2. Counselors and EL Coordinator to identify incoming 7th grade low income, English learners and redesignated FEP students 3. Parents and students to be invited to a meeting with administration before the end of school year to personally invite students to participate in the SMLI 4. Parent training will be conducted on the use of the school's student Information system to access student progress for the institute and into the school year 5. Parent orientation will also be conducted and will address the following suggested topics: <ul style="list-style-type: none"> • Introduction to school staff facilities, and policies • Instructional materials to be used by their student for the coming year • Indicators of academic success or lack of progress • How to access academic support for their student if necessary • Calendaring a grading conference with all teachers for their student just after the first grading period. 	\$28,286	<ol style="list-style-type: none"> 1. Currently, there are two periods dedicated to the instruction and follow-up of EL students with our master schedule, one for high school and another for middle school. 2. Five new seventh graders were identified as EL during our incoming students interview; four of them are also under the socio-economic disadvantage category. Individual Language Learner plans (ILLP) will be developed for this group of students for the upcoming school-year. 3. Parents of current classified EL students were invited to meet with the Executive Director, the Director of Student Services and the EL Coordinator to explain the implementation of ILLP and the updated reclassification requirements. These parents will be invited on May 26th, 2016 to go over academic progress and reclassification recorded in the ILLPs. 4. Parent training in how to use Schoology for homework assignment, upcoming tests and communication was conducted during the previous meeting. 5. The school will schedule a separate meeting for EL parents to review school policies and expectations, to access educational support resources among others. ILLP will be implemented since the beginning of the school year to track academic growth across all core classes. 	\$29,535

Scope of service: Grades 7-12	Scope of service: Grades 7-12
<input type="checkbox"/> ALL	<input type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have accomplished all activities to attain this goal; however, because of changing demographics and concomitant needs we will continue to list this as an LCAP goal for 2016-17.

Original GOAL from prior year LCAP:	Strengthen the school's Culture of Accountability by purchasing software to house student academic achievement data, implementing the NWEA MAP assessment system and developing a list of key metrics to measure the business/academic health of the school.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Closing the achievement gap
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Implement the DataZone software program in cooperation with the Santa Clara County Office of Education. Provide training to the entire Administrative team and Core Lead Teachers on the use of the software 2. Review the "Indicators of Success" and change as appropriate. Continue reporting to the Board on the "Indicators of success" as per the approved schedule 3. Continue testing of students using the NWEA MAP assessment in grades 7-10 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Because of technical problems between Data Zone and our approved student information software, PowerSchool, UPA was unable to utilize DataZone to warehouse our academic achievement data. Instead, Illuminate software was purchased for this purpose and training of all the faculty was implemented. 2. The indicators of success have been revised and updated to reflect Smarter Balanced State testing. 3. UPA continues to assess students using the NWEA MAP assessment.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Warehousing of Academic Achievement data:	\$500	1. Not Completed/revised - Due to incompatibility with our server-based instance of PowerSchool, SCCOE's	\$7,073

<p>Based on poor outcome with Data Director:</p> <ol style="list-style-type: none"> 1. Sign MOU with Santa Clara County Office of Education to participate in the use of and continued development of DataZone (student academic achievement data warehouse) 2. Provide technical training on the use and implementation of Data Zone to the Director of Technology, Director of Instruction and Director of Business and Operations 3. Plan and deliver professional Development in the fall of 2015-16 to teachers on the use of Data Zone to inform classroom instruction 		<p>DataZone was not a viable option.</p> <ol style="list-style-type: none"> 2. Completed/revised - UPA signed an MOU for a subscription the Data and Assessment Module from Illuminate Education software. 3. Completed - In October, targeted training on the Illuminate system was delivered to the Executive Director, Director of Instruction, Director of Special Programs, Director of Business and Operations, and Director of Technology. 4. Completed - In January, Illuminate training was delivered to the faculty in a day-long professional development session. 	
<p>Scope of service: Grades 7-12</p>		<p>Scope of service: Grades 7-12</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>School Indicators of Success:</p> <ol style="list-style-type: none"> 1. Review the 2014-15 list of the Indicators and adjust as appropriate for 2015-16 2. Continue to assign permanent data gathering responsibilities to appropriate administrative staff 3. Publish in English and Spanish the Indicators of Success Report on the school's website 	-	<ol style="list-style-type: none"> 1. The School Indicators have been reviewed and updated to reflect CDE changes in testing and loss of the API. 2. Each of the school Directors have an assigned responsibility to gather certain data and forward the information to the Executive Director at the end of each grading period. 3. The school has been in the process of working with consultants to design a new website. This has taken longer than anticipated and thus information regarding the indicators of success has not been published. This item will continue for accomplishment in the 2016-17 school year. 	-
<p>Scope of service: Grades 7-12</p>		<p>Scope of service: Grades 7-12</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

NWEA Map Assessment: 1. Set the calendar of testing dates for grades 7-10, fall and spring 2. Notify affected teachers of test times, room assignments and modified bell schedules 3. Dir. of Instruction and Dir. of Technology to attend annual NWEA conference for advanced training, calendar permitting 4. Schedule staff training Professional Development during semester 1 2015-16 5. Review testing procedures and reports. Modify process as appropriate for the coming year		\$6,687	1. Completed - During the month of August, the Math and English departments delivered the NWEA MAP assessment at the 7-11 grade levels. 2. Completed/Altered - Faculty was given a range of dates to give the assessment within their class time, rather than generate testing schedules that disrupt all courses. 3. Completed/Altered - Neither the Director of Instruction nor the Director of Technology were free to attend the annual NWEA conference. However, three teachers from the Math, English, and ELD departments did attend and brought back best practices for the classroom. 4. Completed - Staff training of the Math and English departments did occur during semester 1 2015-16. 5. In progress.	\$21,319
Scope of service:	Grades 7-12		Scope of service:	Grades 7-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The school has accomplished most of this goal; nevertheless, the faculty needs additional training on the use of data, and analysis of student work to inform their instruction. Also, the faculty as a whole needs training in the use of NWEA MAP assessment data, to determine student academic general needs in the areas of English and Math. In addition, some staff have been trained in a new program developed by NWEA called the Skills Navigator which focuses on specific needs and instruction to eliminate the students' deficiencies. Thus, we will continue this goal for the 2016-17 LCAP.		

Original GOAL from prior year LCAP:	Improve the Quality of Student Life on Campus by implementing a student wellness program, enhancing the school's co-curricular program, establishing a web based library media center and instituting a student peer mentor program	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local: Mental Health Initiative; State Supt Memo Feb 2014
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Expand the list of trained staff that is able to address mental health needs of students; review and revise the list of agencies to which the school can refer students needing mental health support. 2. Facilities permitting, add another competitive sport to the school's athletic program and maintain the school's lunchtime intramural sports program 3. Hold a school wide club recruitment day and reserve time during some advisory days for clubs to meet. 4. Continue expanding and promoting the Web/Link Crew peer mentoring program to ensure that at least 75% of 7th and 9th graders participate in the program of which at least 70% will report that the program benefitted them 5. Identify and dedicate existing space, classroom or office to serve as a student media center/digital library for at least 3 periods/day 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Staff have been trained to address mental health issues. UPA has partnered with an agency to provide mental health and counseling services to our students. The list of referral agencies has been updated and distributed to counselors and administrators. 2. Because of facilities and lack of available fields near the school area, another competitive sport was not added to the school's sports program. However, the lunchtime intramural sports program continues and is a very popular activity during our lunch periods. 3. Club recruitment was accomplished. During various days throughout the school year extra-long lunchtimes were provided to enable clubs to meet and carry on their activities. 4. The WEB/LINK Crew peer student mentoring program continues to be a success on our campus. Over 90% of 7th graders and 85% of 9th graders participated in the program and report a benefit for having participated. 5. Existing building space was converted to a media center by the landlord. The center is fully operational and contains student modular furniture, technology, library portals for students to conduct research.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Student Wellness:</p> <ol style="list-style-type: none"> 1. Establish additional relationships between mental health agencies to provide on-going training and reference resources to counseling staff. 2. Review/revise administrative regulations and procedures for counselors and staff on making student referrals to agencies and addressing mental health and stress-related issues. 3. Continue providing response and prevention training to UPA counselors and Director of Student Services 4. Provide periodic information and training to staff regarding the mental wellness program 5. Provide appropriate levels of student training 	<p>\$13,441</p>	<ol style="list-style-type: none"> 1. Partnered with CASSY (Counseling and Support Services for Youth) and hired a part time therapist to provide free social and emotional counseling to students and families — April 2016 2. Developed a protocol for staff to refer a student for social and emotional health counseling. This protocol and a referral form was shared with all staff members, April 2016 3. Counselor attended trainings: "Mindfulness Fundamentals Course" July 2015; "Youth Mental 	<p>\$30,000</p>

<p>through Advisory curriculum, including formal curriculum around resiliency and managing academic stress.</p> <ol style="list-style-type: none"> 6. Locate “safe” counseling space in the classroom and office locator. 7. Review current instructional policies, master schedule, bell schedule, and calendar to reduce school stress as much as possible 		<p>Health First Aid” October 2015; “Educators Day” by the Superior Court of California, County of Santa Clara about childhood trauma November 2015</p> <ol style="list-style-type: none"> 4. Wellness program updates provided to staff in lead team and department meetings; Flyers and information for trainings shared with staff via email; Advisory teacher training for Mental Health Wellness week curriculum, March 2016 5. Student advisory seminar topics covered mindfulness, resilience, mental health awareness, stress and healthy stress-relief practices. 6. “Safe space” for counseling is located in the CASSY office; “safe space” within classroom in the form of club TBA. 7. Study and discussion of research based articles on the topic of student stress and workload were conducted in staff and grade level meetings to inform teacher collaboration and decisions regarding timing, frequency, and types of work assigned for homework; Appropriate number of class sections per core subject maintained acceptable class sizes for each grade; Thanksgiving week has been scheduled off for next school year. 	
Scope of service:	Grades 7-12	Scope of service:	Grades 7-12
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Co-Curricular Program Athletics:</p> <ol style="list-style-type: none"> 1. Provide coaching and material resources to support the addition of baseball to the list of available sports if a field can be found 2. Pending student interest, work with ASB to include 1 additional intramural offering 3. Inform students of additional athletic opportunities if 	\$500	<ol style="list-style-type: none"> 1. No extra sports were added to the school’s sport’s program as facilities for proposed sports, baseball and soccer were not available. The school does not have fields and must rent facilities close to school. Aggressive efforts, including working with San Jose Parks and Recreation were made to rent facilities but 	\$39,006

<p>available through announcements and advisory class presentations</p>		<p>none were available, or too costly or not located close to the school.</p> <ol style="list-style-type: none"> Intramural sports were implemented throughout the year. The school's gym was used during lunch time for basketball and indoor soccer. Student information regarding team sports and intramurals were routinely made during the weekly student bulletin broadcast and email message board to students. 	
<p>Scope of service:</p>	<p>Grades 7-12</p>	<p>Scope of service:</p>	<p>Grades 7-12</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Co-Curricular Program Clubs:</p> <ol style="list-style-type: none"> Review application procedure for student club authorization, and streamline if appropriate Hold a club recruitment day at the start of school to enroll more students in clubs Towards the end of Semester 1 of 2015-16, hold a club activities day for clubs to meet during advisory and lunch 	<p>-</p>	<ol style="list-style-type: none"> The application procedure was reviewed and the decision was made to maintain the current application. The focus of the current application is the clubs purpose and activities. The application also requires a faculty sponsor which is important for the success of the club. A schoolwide club recruitment day was organized and conducted the first month of school in August 2015. All clubs were able to explain their club activities to the student body and promote student sign ups. Club recruitment day was a very successful, there was excellent student participation and interest. This program will become a tradition at our school as we start the school year. Club activities days have been routinely held during the year during smart choice advisory days. During these days students make their own decision either to attend a club meeting, attend a tutoring session or have an extended lunch period. 	<p>-</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
WEB/Link Crew Program: 1. Continue sending two staff members to WEB/LINK training. 2. Ensure that all incoming grade 7 th and 9th grade students, especially low income students, English learners, and foster youth receive an orientation about Web/Link Crew and that they participate in the yearlong program 3. WEB and LINK coordinators are to select student leaders for the WEB/Link Crew programs	\$5,692	All activities and services were accomplished	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Web Based Library Media Center: 1. If space is available, provide a dedicated space in the classroom utilization plan for the media center 2. Provide funding to support purchase of library portals 3. Purchase mobile computing technology for student use 4. Purchase media center print and on-line resources to conduct college /career research and test preparation 5. Seek parent volunteers and/or hire an hourly library media center technician, if funding permits, to ensure operating hours before and after school 6. Address issues related to digital divide by providing student orientation to media center resources especially for low income pupils, English Learners and foster youth	\$4,000	1. Space for the media center was made available by the landlord 2. Remodeling of the space was completed. Furniture, equipment, including technology were purchased and installed. 3. Funding was made available to purchase 3 library portals. 4. The action and services were completed although due to construction delays and delivery of furniture, full implementation of the media center did not occur until April of 2016. With everything in place the media will become 100% operational for 2016-17.	\$26,221

Scope of service: Grades 7-12		Scope of service: Grades 7-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. School needs in the area of student wellness remain a challenge for the school. Clubs and other student organizations of student interest need to expand, thus these areas will continue as goals for the 2016-17 LCAP. 2. The media center has been built, furnished and staffed for the coming year. Having accomplished this portion of the goal, we will no longer list this activity in the 2016-17 LCAP.		

Original GOAL from prior year LCAP:	Improve the availability of computing devices and implement more technology courses into the Curriculum	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Improve Technology on Campus
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	1. Purchase 2 more classroom computer carts with 30 chrome books each for classroom and testing use 2. Offer a computer programming course 3. Explore the feasibility of including a digital media course in the curriculum for the following school year; appoint a staff member to develop the course outline and construct a list of materials including software needed for the course, and find who will be willing to teach the course in the following year.	Actual Annual Measurable Outcomes: 1. Two sections of Introduction to Computer Science were offered, using curriculum developed by Microsoft's TEALS program and UC Berkeley's Computer Science 10. 2. A digital media course was offered in the 15-16 school year, a course outline was written, and received UC a-g approval.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
More Technology Courses:	\$24,111	1. Completed – All materials for Introduction to Computer Science were either already available on-site or free \$28,734

<ol style="list-style-type: none"> 1. Purchase materials equipment and software for Introduction to Computer Science Course 2. Allocate a .2FTE in the Master Schedule For Introduction to Computer Science Course 3. Send the teacher to AP Computer Science Training or similar specialized training for teaching programming 		<p>online as open-source or Creative Commons works.</p> <ol style="list-style-type: none"> 2. Completed – Due to student demand, a .4FTE had to be allocated for the Introduction to Computer Science course. 3. In Progress - The teacher of the Computer Science courses is scheduled to attend AP training in the summer of 2016. 	
<p>Scope of service: Grades 7-12</p>		<p>Scope of service: Grades 7-12</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Digital Media Course:</p> <ol style="list-style-type: none"> 1. Write a UC Course Description, and get it approved for UC a-g credit, either as a Visual Art, or as a College-Prep Elective. 2. Appoint staff member willing to teach the course in the following year. 		<ol style="list-style-type: none"> 1. Completed – The course received UC a-g approval. 2. Not Complete – After the course registration period, student interest in the course was not sufficient to offer it in the 16-17 school year. 	
<p>Scope of service: Grades 7-12</p>		<p>Scope of service: Grades 7-12</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Availability of Computing devices:</p> <ol style="list-style-type: none"> 1. Send project to bid with 3 vendors for the purchase of 1 computer cart and 25 chromebooks/laptops 2. Review bids with the management team; offer a recommendation to UPA Board for purchase of 1 classroom sets of Chromebooks/laptops and cart 3. Bar tag and inventory all units & add to school's reservation system 	<p>\$40,000</p>	<p>All actions and services accomplished.</p> <ul style="list-style-type: none"> • The school purchased a total of 180 Chromebooks including carts and classroom racks in 2015-16. As a result available for student use are 380 Chromebooks, 40 Macbooks and 30 PC's for a total of 450 computing devices available for student use. The school improved the device to student ratio to 1.25 students to device. • Training to staff was provided during professional development days. • In addition to the purchase of computing devices, the 	<p>\$74,731</p>

<p>4. Schedule training & professional development for staff as needed on use of the Chromebooks/laptops using Schoology, Google classroom & other UPA software</p>		<p>school invested in improving the school's system network capabilities. In this regard the following improvements were made:</p> <ol style="list-style-type: none"> 1. Purchased 15 Access Points to accommodate higher volume usage. 2. Upgraded network services hardware to improve performance, security, and management 3. Upgraded network services hardware to support the additional equipment and expanded usage 4. Migrated wireless equipment to new network management platform in order to better support the additional and upgraded equipment and increase in users 5. Expanded campus wireless network coverage 6. Successfully maintained wireless network performance with a 40% user increase 	
<p>Scope of service:</p>	<p>Grades 7-12</p>	<p>Scope of service:</p>	<p>Grades 7-12</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>All actions and services have been accomplished for this goal. The number of computing devices per student are almost at 1:1 and our Wi-Fi infrastructure has been update to accommodate the increased use of computing devices on campus. This portion of the goal will be dropped form the 2016-17 LCAP.</p> <p>We will continue to add to our menu of courses in technology based on student request. As the school has a protocol to determine student requests we will not continue this item in the 2016-17 LCAP.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 145,696
University Preparatory Academy is a one-school countywide benefit charter school. all of the 2016-17 LCAP funds are targeted for one school.	
The amount the school is expecting to receive is \$ 145,696. An additional amount of \$ 245,153 from other sources will be added to meet LCAP goals.	
Because the University Preparatory Academy has a small enrollment of unduplicated pupils the school gains economy of scale by funding activities targeted to at risk and English learners but open to other students as well	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.06	%
The total expenditures for all LCAP activities as listed are \$390,845. The anticipated LCAP funds received total \$ 145,696. The school will be supplementing an additional \$ 245,153 from other sources to fund all LCAP activities	
All the activities in the 2016-17 LCAP are designed to include special student populations. Of the total LCAP budget, 29% is being expended in the school’s main initiatives of, “Eliminating the Achievement Gap and the English Language Program.” Most of the activities in these goals	

address the needs of “at risk students” and English learners and other special student populations. Many of the activities are supportive, and remedial in nature designed to assist at risk students and English Learners in achieving at the same levels as the rest of their peers. The other 81 % of this LCAP budget is designed to monitor student progress, including special student populations, provide more technology, promote their mental wellness and provide, peer mentoring and making school more enjoyable.

LOCAL CONTROL ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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