

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory Academy Charter

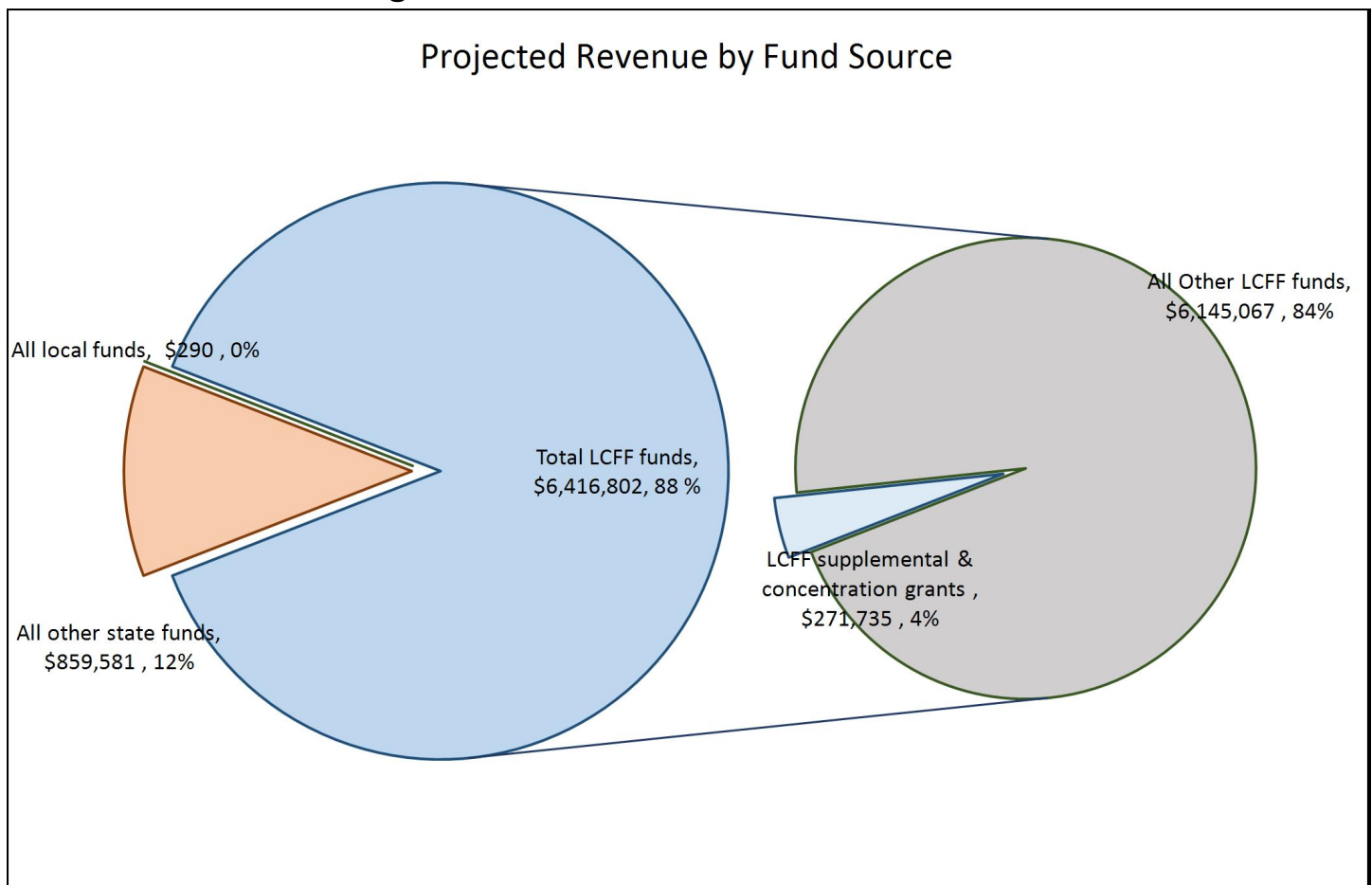
CDS Code: 43 10439 0113431

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Daniel Ordaz, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

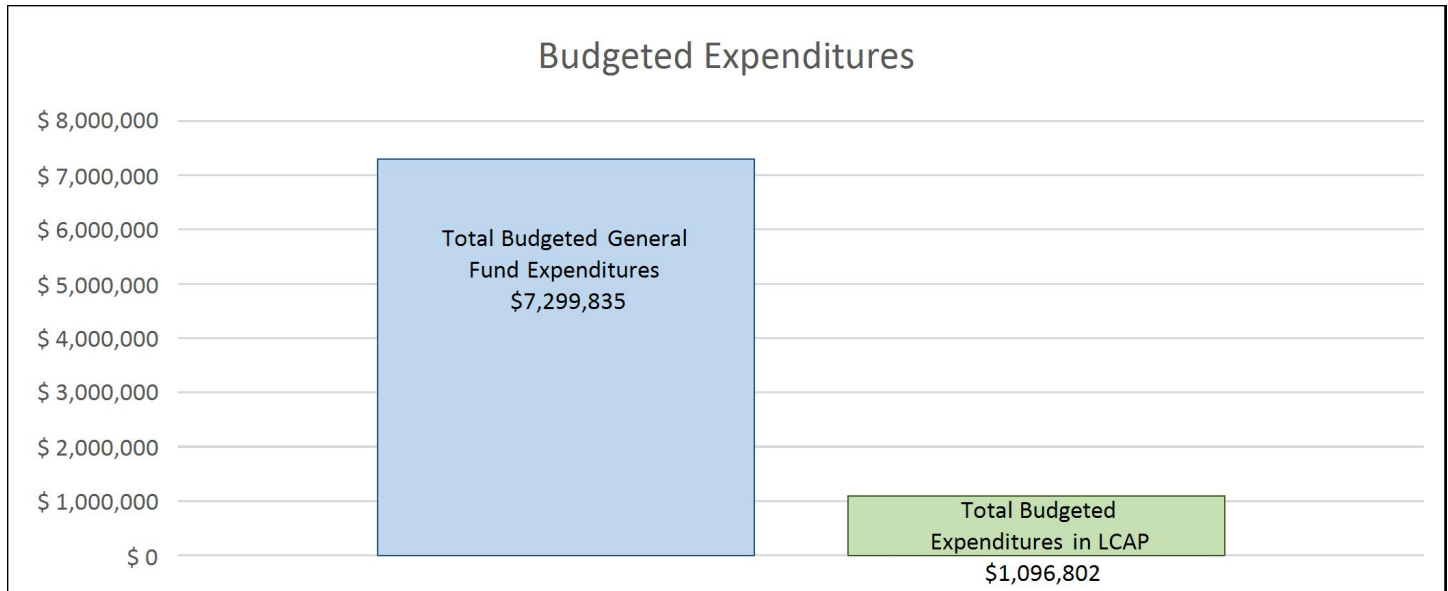


This chart shows the total general purpose revenue University Preparatory Academy Charter expects to receive in the coming year from all sources.

The total revenue projected for University Preparatory Academy Charter is \$NaN, of which \$6,416,802 is Local Control Funding Formula (LCFF), \$859,581 is other state funds, \$289.691 is local funds, and \$- is federal funds. Of the \$6,416,802 in LCFF Funds, \$271,735 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much University Preparatory Academy Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

University Preparatory Academy Charter plans to spend \$7,299,835 for the 2019-20 school year. Of that amount, \$1,096,802 is tied to actions/services in the LCAP and \$6,203,033 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

There are many expenses that do not appear in the LCAP, including the following:

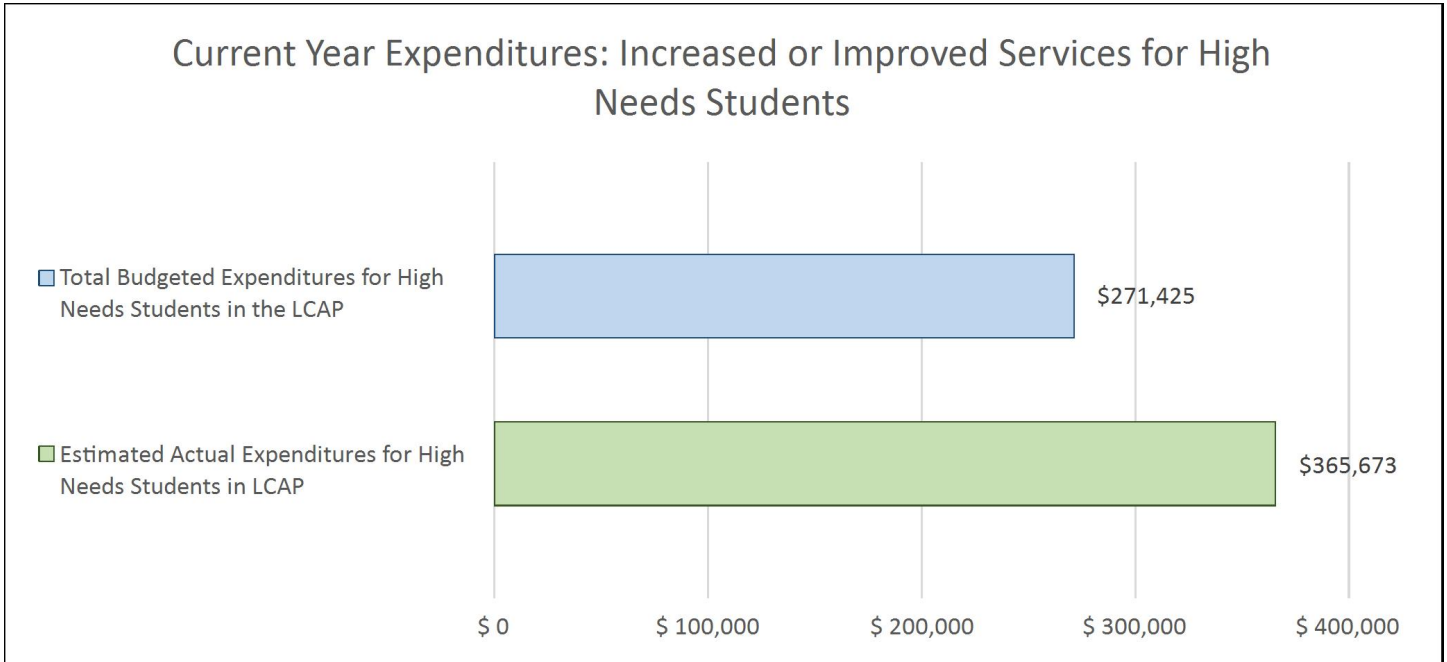
- Building lease
- Repairs and maintenance
- Printing and reproduction
- Student Information System license
- Cost of substitute teachers
- Business services
- office supplies
- classroom furniture
- Computers

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, University Preparatory Academy Charter is projecting it will receive \$271,735 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory Academy Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, University Preparatory Academy Charter plans to spend \$545,000 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what University Preparatory Academy Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what University Preparatory Academy Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, University Preparatory Academy Charter's LCAP budgeted \$271,425 for planned actions to increase or improve services for high needs students. University Preparatory Academy Charter estimates that it will actually spend \$365,673 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
University Preparatory Academy Charter	Daniel Ordaz Executive Director	dordaz@upatoday.com (408) 723-1839

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

University Preparatory Academy was granted a countywide charter by the Santa Clara County Office of Education in August 2006. University Preparatory Academy opened in August 2007, enrolling approximately 200 students in grades 7, 8 and 9. Now in its 11th year of operation, the school serves students in grades 7 through 12 with a projected enrollment of 690 students in 2019-20. University Preparatory Academy serves a diverse population of students who reside in the Central, East San Jose and South County areas of Santa Clara County. The school campus is easily accessible, located just off Highway 87 at Curtner Avenue in San Jose, CA. This strategic location enables UPA to draw students throughout the school districts in Santa Clara County including East San Jose districts, San Jose Unified School District, Milpitas, and South County unified districts. Many of these school districts contain significant populations of socio-economically disadvantaged students, English Language Learners, and ethnic minority students who have not performed well in their comprehensive school setting. University Preparatory Academy acts as a college preparatory alternative for these students who are not performing to their potential and get lost in traditional large middle and high school settings.

Through the years, the hard work of the staff, students and parents has resulted in the school being one of the top performing schools in Santa Clara County and the State.

LCAP Highlights

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

The school conducted many events including surveys, focus group meetings, staff meetings and Board study sessions, all designed to provide input to the administration on what activities were of high priority to students, parents and staff. Many activities including on going services were suggested for funding. All suggestions were carefully considered for the 2019-20 LCAP. Priorities that were suggested multiple times were deemed high priority. These high priority activities are all included in the 2019-20 LCAP. These activities were consolidated into five major goals. The goals are:

1. Provide greater academic support for all students. However, special attention to English Learners, low socio economic and latino especially English Learners students- The school-community felt that more needed to be done to ensure academic success for these students, including tutoring, special software, monitoring, college going skills classes and summer school are some of the services and activities designed to meet this goal.
2. Improve the school's curriculum offered to students- Students are requesting special courses and AP courses that interest them. Of particular note are practical courses requested by students that they can use as they embark on college life, such as use of credit cards and checking accounts, laundry, and cooking.
3. Improve Basic services to teachers and students to enhance and facilitate teaching and learning- This suggestion received universal support and was the most mentioned priority. Staff, students and parents felt that the school needed to improve their teacher recruitment activities in order to obtain the best teachers for the school. Furthermore, it was suggested that the school needed to provide new teacher support as well as collaboration and training for all teachers. Students and staff also requested newer editions of textbooks, e-textbooks and online resources for books.
4. Improve School Climate- Students with great frequency suggested improving the "tone" on campus by developing lunchtime activities. Students want to create a friendly, fun climate at UPA not just pure academics. parents and students consider UPA as a high stress environment such that some students need wellness services and thus a wellness program is part of this goal.
5. Implement the 2nd year of NGSS standards at UPA thus leading to full implementation in 2019-20

All of these goals address one or more state goals for LCAP

Review of Performance

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

Greatest Progress

The University Preparatory Academy has just completed its 12th year of operation. The school struggled initially, financially and educationally its first 3 years of operation. Since the start of the 4th year of operation, the school has made significant progress. Assisting in this improvement process has been the development of a strategic plan to eliminate the achievement gap and addressing the WASC Accreditation critical areas for follow-up. These action plans served as a road map for management goals, activities and expenditures. All of these action plans have now been included into LCAP and serve as an ongoing strategic plan that includes documented accountability. Our school has made significant progress over the course of the last few years including:

1. Access to a college level curriculum for all students: The school by design only has one curriculum, the UC a-g college prep curriculum. All students at UPA must take and pass these courses with a grade of "C" or better. Thus, all students who graduate are able to gain admission to college or a university
2. AP courses and access for all students: By design, all students must take and pass at least two AP courses to graduate from UPA. Because of the number of AP courses offered, 14, and the variety of AP courses offered in many subject areas our students take 3, 4 or 5 AP courses before graduating.
3. High graduation rate-because of our rigorous academic focus, and the support of staff and parents, all seniors students graduate. Since our first graduating class 7 years ago, all but 5 students have graduated and 4 of the 5 graduated after summer school. Per the state's dashboard, the cohort graduation rate is 94.3.
4. All students go on to college: All students are required to apply to at least 3 colleges or universities to attend upon graduation. Most of our students gain admission to 4 year colleges or universities. Because of finances and a strong desire to attend college locally, of late, we have seen an increasing number of our students opted to attend a community college before transferring to a 4-year college or university.
5. Overall excellent performance on State assessments: Our student scores on Smarter Balanced are excellent, among the leaders in our county and the state
6. Insignificant student drop out rate: UPA has little or no drop outs. Nearly all students graduate and go on to college
7. Outstanding student attendance: UPA students come to school. They maintain excellent school attendance. The school enjoys an ADA rate of approximately 98%.
8. Very low incidence of suspensions and expulsions: Suspensions and Expulsions are rare at UPA. The students are well behaved, respect school property and maintain good discipline. Any disciplinary problems are resolved quickly with the help and support of parents and students.

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

Greatest Needs

A review of the State's 2018-19 dashboard indicates that the greatest areas of need are to raise the achievement levels of Latino, English Learners and low socio-economic students in English Language Arts and Math. The school needs to focus resources in actions and activities designed to close this gap. The 2019 -20 LCAP reflects heavy investment in assessment, special support

classes in math and English, extra help after school, staff training and summer school for these students.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Generally, student academic performance is strong. A closer look at sub groups reveals that some groups are not achieving at that level. See table below.

ENGLIS LANGUAGE ARTS

STUDENT GROUP INCREASE/DECREASE	DASHBOARD LEVEL	ABOVE/BELOW STD.	
All Students	Blue	81.5 Above	+11.5
English Learners	Yellow	3.8 Below	+15.8
Low Socio-Economic	Yellow	29.1 Below	- 8
Hispanic	Green	23.4 Above	+7.9

MATH

STUDENT GROUP INCREASE/DECREASE	DASHBOARD LEVEL	ABOVE/BELOW STD.	
All Students	Blue	81.1 Above	+8.1
English Learners	Green	43.6 Below	+ 9.8
Low Socio-Economic	Yellow	10.7 Below	+ - Maintained
Hispanic	Green	35.1 Below	+12.2

Student groups in the yellow level need improved levels of achievement to be consistent with the overall achievement of all students. Also, The low socio economic student group has declined in achievement in the past year by 8 points in English. Finally, by local, grades and GPA's the student groups above need higher levels of achievement in order to keep pace with the entire student group.

As reflected in the 2019-20 LCAP, the school is investing heavily in actions and services focused on improving achievement levels for, at risk, EL, and Low Socio Economic students. Currently at UPA, these groups contain a number of Latino students; thus, in addressing the performance of these student groups, the Latino student population will be addressed as well. The LCAP for 2018-19

includes, after school tutoring, extra math and English support classes, summer school, the use of prescriptive software based on student assessment, and special classes designed to build college going skills. It is hoped that these activities will impact achievement in the gap areas noted in the State’s dashboard.

Comprehensive Support and Improvement

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

Schools Identified

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

The University Preparatory Academy is a single school and is not identified for Comprehensive Support and Improvement School.

Support for Identified Schools

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

The University Preparatory Academy is not identified for Comprehensive Support and Improvement School.

Monitoring and Evaluating Effectiveness

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

The University Preparatory Academy is a single school and is not identified for Comprehensive Support and Improvement School.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Provide greater Academic support for all students, especially EL students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Local Priorities: UPA Strategic Plan to eliminate the Achievement Gap

Annual Measurable Outcomes

Expected

Metric/Indicator

1. Identify students for Math and English support classes and begin instruction by the first week of school.
2. For 2017-18, 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. For 2018-19, 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
3. Identify students to be assigned to advisory period tutorials called, "Academic Excellence Success Program (AESOP)".
4. Report achievement data on AESOP students to teachers at the end of each marking period
5. 70% of the students enrolled in Support and AESOP programs will pass their grade level English and Math courses with a grade of "C" or better.
6. By the end of semester 1, 50% of the students will no longer need support and will be exited from the programs.
7. 70 % of the EL students will earn a grade of "C" or better in their core English and Math classes and 80% of the limited English proficient students will be reclassified to fluent English proficient status

Actual

Metric/Indicator

1. Support students were identified through participation in the summer bridge program, NWEA scores, SBAC scores, and grades. Both math support classes began instruction the first week of school, and MS English support began the second week of school.
2. In 2017-2018, 83.5% of HS English support students and 42.5% of HS Math students passed their core class. In 2018-2019, 56% of MS English support students and 51% of MS and HS Math support students passed their core class.
3. We no longer have an AESOP program. Instead of an assigned advisory tutorial, students have open tutorial on Thursdays where they are able to visit teachers based on their needs.
4. We do not have an AESOP program, but we share out achievement data during our grade level meetings.
5. We no longer have the AESOP program. Please refer to #2 for support data.
6. Although 25 students passed their respective Math and/or English courses, the team felt that it was important for the students to continue with their support class(es). Two math students and one English student exited their support classes.

Expected

18-19

1. Maintain and staff the after-school tutorial program
2. Provide support so that 85% of AP students will pass their AP exams with a score of 3 or better
3. Increase the number of students taking the SAT/PSAT over the 2017-18 baseline
4. Continue conducting an English Language Development class for EL's and develop Individual Learning Plans for EL students
5. Continue the NWEA Skills Navigator program in the English and Math support classes or some other research based prescriptive e-learning program.

Baseline

1. Currently, the support classes are implemented by the end of the first marking period.
2. Achievement data has not been compiled and made available to program teachers.
3. Students enrolled in the program stay in the programs for the school year.
4. A daily record of students attending the tutorial center is not maintained.
5. Currently 50% of EL students are redesignated.
6. The percentage of EL students earning a grade of "C" or better in their English class is 78% and in their Math class is 50%.

Actual

7. We did not meet this goal. Only 38% of ELs received a "C" or better in English, and 62% received a "C" or better in Math. Of the 34 ELs, only 13 were reclassified for a rate of 62%.

18-19

1. Students are able to go to the media center after school to receive extra academic help, and with the help of the counselors, we are able to match tutors for those who need them.
2. Most teachers provide mock AP exams either after school or on weekends to prepare students for their AP exams.
3. The number of students taking the PSAT increased from 17-18 baseline of 325 to 343 in the 18-19 school year.
4. An English Language Development class continues to be offered. The ELD coordinator develops and updates individual learning plans for each EL in the course.
5. Due to instructor feedback that the Skills Navigator program did not address appropriate skills levels, the contract with the vendor was not continued. UPA has adopted Edgenuity as a provider of support curriculum this year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate the At Risk program and revise as appropriate for greater effectiveness. Continue: 1. Early Identification of At Risk Students by the 2nd week of	1. The SOP (Students of Promise) team identified at risk students during the summer and shared out the information with the staff at the beginning of the school year.	Classified salaries for staffing of tutorial center after school. While the actions and services are targeted to special populations, these services may	1 hour at the end of each day was devoted by our Media tech for tutorial services. 2000-2999: Classified Personnel Salaries LCFF \$3,293

school and establish an Individual learning plan for each at risk student.

2. Continue monitoring progress and include a face to face parent teachers conference at the 2nd and 5th grading periods
3. Continue expansion of the 7th and 9th grade Summer Math Literacy Institute and offer summer school make-up courses for students who have fallen behind in graduation credits
4. Change the e-prescriptive learning program for identified at Risk students to Edgenuity

2. The SOP team continues to monitor student progress weekly and meets with students and parents when needed. SSTs with parents, students, and teachers were held for all serious at risk students in semester 1 and semester 2. We also held several parent nights with teachers.
3. We currently offer a Summer bridge program for our incoming 7th graders and a Summer Math Literacy Institute for our 8th and 9th grade students. We continue to offer summer school for our students who need to make up courses for graduation.
4. UPA changed the online course provider from Fuel Education to Edgenuity.

also be granted to other students needing help and support.
2000-2999: Classified Personnel Salaries LCFF 5,700

Hourly overtime for parent teacher conferences for at risk students.

This service is targeted to special populations, but may also be granted to other students who are considered At Risk
1000-1999: Certificated Personnel Salaries LCFF 1,750

Summer Math/Literacy Institute
1000-1999: Certificated Personnel Salaries LCFF 7,550

Summer School make up for Ar Risk students 1000-1999:
Certificated Personnel Salaries LCFF 9,437

Edgenuity e-prescriptive software for students with low math skills
4000-4999: Books And Supplies LCFF 5,300

Edgenuity training for Math and English teachers 5800:
Professional/Consulting Services And Operating Expenditures LCFF 28,000

AP tutoring support for At Risk students

Teachers, and counselors spent a considerable amount of time reporting out to parents on the status of their student. Some of this time was not claimed on a time card. 1000-1999:
Certificated Personnel Salaries LCFF \$ 1,275

Certificated salaries for math and English teachers in the summer Math and Literacy institute. 1000-1999: Certificated Personnel Salaries LCFF \$10,766

Certificated salaries for teachers in the summer make-up courses
1000-1999: Certificated Personnel Salaries LCFF \$20,338

Edgenuity Licenses for students and staff training included in this amount 4000-4999: Books And Supplies LCFF \$28,000

The budget indicated for this item was in error. This amount was the estimate for the site license and staff training

AP tutoring was conducted for at risk students but other students seeking help were also allowed to

This service is targeted to special populations, but may also be granted to other students who are considered At Risk
 1000-1999: Certificated Personnel Salaries LCFF 1,500

attend the prep sessions 1000-1999: Certificated Personnel Salaries LCFF \$3,909

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide Academic Support for English Learners</p> <ol style="list-style-type: none"> 1. Implement a class for Language Arts for EL students not ready to be mainstreamed 2. Develop a learning plan for each student 3. Monitor academic progress and report to parents at the end of the 2nd and 5th school marking periods 	<ol style="list-style-type: none"> 1. An English Language Development course continues to be offered. A 0.2 ELD teacher provided language development services for 8 students within the class. 2. The ELD coordinator maintained and updated personal learning plans for each of the ELs enrolled in the ELD course. 3. Academic progress was reported to parents both via electronic portal and by progress report. For students who did not meet academic success, parents were contacted individually by the academic support program personnel. 	<p>4 FTE Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF 32,548</p> <p>Development of Learning plans-Hourly Overtime certificated @ \$42.40/ Hr 1000-1999: Certificated Personnel Salaries LCFF 500</p> <p>Certificated time allocated to monitoring of students and evening meetings to report out to parents 1000-1999: Certificated Personnel Salaries LCFF 500</p>	<p>Certificated Salary for EL FTE and coordination 1000-1999: Certificated Personnel Salaries LCFF \$39,732</p> <p>The counseling team spent a considerable amount of time on learning plans. Some of this time was not claimed on a time card by counselors.counselors. 1000-1999: Certificated Personnel Salaries LCFF \$1,275</p> <p>Teachers, and counselors spent a considerable amount of time reporting out to parents on the status of their student. Some of this time was not claimed on a time card. 1000-1999: Certificated Personnel Salaries LCFF \$1,275</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Strengthen the school's Culture of Accountability by:</p> <ol style="list-style-type: none"> 1) Providing more training to staff on the use of Illuminate software 	<ol style="list-style-type: none"> 1. UPA made the decision to move to Powerschool's data warehouse product for ease of access and more relevant data.Implementation 	<p>Purchase of student annual licenses for PowerSchool Analytics</p>	<p>Power Analytics was purchased and used by the administrative team 4000-4999: Books And Supplies LCFF \$10,275</p>

program (that houses student academic achievement data).
 2) Providing additional training on the use of Edgenuity prescriptive e-learning Program for students in English and Math support classes.

is currently in process with staff training to follow.
 2. We held a training session in the beginning of the year for the English and Math support class teachers to use Edgenuity as part of their support curriculum.

While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.

4000-4999: Books And Supplies
 LCFF 8,000

Training for PowerSchool Analytics 5800:
 Professional/Consulting Services And Operating Expenditures
 LCFF 3,000

Training of the administrative team and counselors was conducted 5000-5999: Services And Other Operating Expenditures LCFF \$1,950

Analysis

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

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

The School implemented all of the actions and services as outlined for Goal 1. Full, complete implementation did not occur in developing personal implementation plans for English learners. The learning plans were created but not always reviewed with parents. Also, additional staff training is needed in the use of PowerSchool Analytics, academic achievement data warehouse.

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

The effectiveness of the school's implementation of the activities/services for this goal can be summarized as follows:

1. These actions and services were designed and implemented to improve the number of students achieving a GPA of 2.0 or better. Based on student achievement data of semester 1 of 2018-19, 93 % of the students achieved achieved a GPA of 2.0 or better where as in the previous year 92 percent met the school standard. The overall school GPA was 3.30 GPA for 2018-19; however the GPA for the previous year was 3.18.
2. Regarding student performance in state testing, there was a modest gain of about 1% in the number of students meeting or exceeding state standards in English Language Arts and also 1% gain in students meeting and exceeding standards in Math.
3. Student performance on the Northwest Evaluation Association's "Measures of Academic Progress," (MAP) is another measure used by the school to indicate student achievement. The MAP assessment, administered to all 7-10 grades students indicates
4. Lastly, there has been a decrease in the performance of our EL students as measured by the ELPAC. IN 2017-18 , 22 of the 25 students tested scored a 3 or better, whereas, in 2018-19, 14 of the 21 students tested scored a 3 or better.
6. Other activities have been implemented such as:
 * Student Study Team Meetings

- *At Risk Parent University
- *Grade Level Teacher Greetings
- *Posted teacher office hours
- *After school tutorial

This help and support to non-duplicated struggling students is difficult directly attribute to academic achievement. We know this kind of support is necessary to students and families and supports teacher efforts in the classroom.

In spite of these efforts, the school continues to have achievement gaps. As we "drill down" to measure the performance of our sub groups, our EL's indicate an yellow in the schools dashboard and our Lowe Socio-Economic students indicate a yellow in the dashboard in both English and Math

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences. The increase in costs were due to increased salaries and goods and services.

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

Goal #1- Current actions and services have remained with some changes. One major actions and services introduced to this goal is the implementation of the Multi Tiered System of Supports (MTSS) to better serve our at risk students. This action/service can be found in Goal 1, Actions/Services and expenditures for 2019-20. Other changes include:
1) The school's LCAP is now more precise in terms of student outcomes in the Metrics/Indicators section, and 2) The school dropped the implementation of class for EL's as it is state law and the school has been offering one or two sections of English Language Development classes annually for the last 4 years.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Improve the school's curriculum offered to students and update school safety plans.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1. Increase the number of students, taking AP courses by 20% over the 2016-17 school year.
2. Increase student access to AP courses by implementing AP courses for 2017-18 that all students are required to take.
3. Implement practical courses into the school's master schedule on annual basis.
4. The number of courses offered and the students enrolled in the Career Tech pathway.

Actual

Metric/Indicator

1. The number of students taking AP courses increased by 22%, from 221 to 257.
2. Two new AP courses were implemented: AP Capstone Seminar and AP Capstone Research. UPA is still implementing the program, to evaluate the appropriateness of requiring all students to take those courses.
3. UPA continues to survey students for course interest. Due to practical and logistical constraints, no additional courses were programmed into the 17-18 school year.
4. The number of students in the Career Tech pathway (Engineering and Biomedical Sciences) increased from 190 in 2016-2017 to 211 in 2017-2018.

18-19

- 1.
2. Due to the lack of interest in SAT course, the required student minimum was not reached therefore UPA had to cancel the course. If enough there is enough interest for the 19-20 school year, it will be offered.
3. UPA implemented the 12th grade Capstone course in 18-19 to all interested students who had completed the 11th grade Capstone course. The 11th grade level Capstone course continued to be offered.
4. UPA continued enrolling all seniors into AP United States Government and Politics.

Expected

18-19

1. Introduce an additional practical course into the master schedule
2. Based on student interest, offer and expand an SAT preparation class for the 2018-19 school year
3. Offer the AP Capstone course to all 11th grade students and 12th grade students that took the course in 2017-18
4. Enroll all seniors into AP Government and Politics
5. Continue to offer introduction to programming and AP computer programming.
6. Continue offering courses in Journalism, Yearbook and 7. 7. Media Graphics
8. Conduct an in-depth review of the school's safety plan.
9. Revise the plan as appropriate.

Baseline

1. The number and percent of students taking AP courses in 2016-17 is 211 and 54%
2. UPA does not have any AP course that all 10-12 grade students are required to take.
3. UPA did not implement any fun or practical courses in the school's 2016-17 master schedule.
4. Prior to the start of this initiative, the school did not offer any programming courses and Media Graphic courses; however, the school has offered Yearbook and Journalism courses to students.

Actual

5. UPA continued to offer Introduction to Computer Science and AP Computer Science A courses in the 18-19 school year.
6. UPA continued to offer Journalism and Multimedia Arts courses. Yearbook is produced through an after-school club.
7. UPA successfully implemented a 7th and 8th grade level Multimedia Arts course.
8. Safety Plan reviewed by safety consultant Nov 2018.
9. Safety Plan brought into compliance with Education Code 32280-32288; added Section J, Tactical Procedures for Responding to Criminal Incidents. School Board approved 02/2019.

Baseline

1. In 2017-2018, 257 students (40%) were enrolled in at least one AP course. In 2018-2019, 269 students (40%) are enrolled in at least 1 AP course.
2. UPA requires all 12th grade students to take AP United States Government and Politics.
3. UPA implemented a 7 and 8th grade level Multimedia Arts courses. 2 sections were filled during the implementation year.
4. UPA now has two levels of Multimedia Arts courses - one at the middle school and one at the high school.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer more elective courses that meet student interests, including AP courses.	1. A survey was issued to students listing potential UC "G" electives to determine what new elective courses the students are interested in. The top 5 courses	Practical courses for advisory classes 1000-1999: Certificated Personnel Salaries LCFF 6,000	This action was not implemented due to lack of facilities and budget 0

1. Annually survey students to determine level of interest in electives, practical courses (that will assist students in college life) and AP courses
 2. Introduce into the school's master schedule electives, practical courses, and AP courses based on student interest, staffing requirements and available classroom space

were included on the course registration sheet for the 19-20 school year.
 2. In the 18-19 school was able to introduce a 7/8th grade level Multimedia Arts course, as well as the AP Capstone Research course into the master schedule. However, no other courses were added, due to the school reaching capacity. Classroom space reached its maximum use, with priority given to core and graduation dependent courses.

SAT Prep class 5800:
 Professional/Consulting Services
 And Operating Expenditures
 LCFF 12,750

This action was not implemented due to lack of student interest 0

.6 FTE for AP Capstone
 .4 FTE for AP Government and Politics
 Both courses are intended to provide greater access to AP classes for all students
 1000-1999: Certificated
 Personnel Salaries LCFF 67,840

The increased cost for this action was due to increases in salaries for these certificated employees
 1000-1999: Certificated
 Personnel Salaries LCFF
 \$87,772

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provided funding, staffing and facilities permit, increase the number of technology courses offered to students.</p> <p>1. Based on previous year experience, modify the career tech pathway involving media graphics, Journalism and yearbook production as appropriate 2. Continue marketing and populating the school's engineering program, Project Lead The Way</p>	<p>1. Despite meeting to evaluate course context overlap, no career tech pathway was created linking Multimedia Arts, Journalism, and Yearbook. This was due in part to a change in staffing for the Multimedia Arts teacher, and also Yearbook moving from a scheduled course to extracurricular club.</p> <p>2. Project Lead the Way continues to be successfully marketed, increasing sections in both the introductory levels of the Engineering pathway (from 1 to 3) and in the Biomedical Sciences pathway (from 1 to 2). In addition, enrollment at the middle school level remained strong at 3 sections.</p>	<p>.6 FTE for computer programming- courses requested by students and are consistent with the school initiative to provide more technology courses 1000-1999: Certificated Personnel Salaries LCFF 45,000</p> <p>.4 FTE Journalism teacher 1000-1999: Certificated Personnel Salaries LCFF 29,800</p> <p>1.0 FTE Media Graphics course 1000-1999: Certificated Personnel Salaries LCFF 60,000</p> <p>Qualtrics survey software license for perception surveys 5000-5999: Services And Other</p>	<p>Because of course requests in 2018-19 only 2 courses were offered in computer programming, an introductory course and an advanced placement course. 1000-1999: Certificated Personnel Salaries LCFF \$38,389</p> <p>The school offered 2 courses in Journalism. 1000-1999: Certificated Personnel Salaries LCFF \$37,869</p> <p>Actual salary and benefits for the Media graphics teacher 1000-1999: Certificated Personnel Salaries LCFF \$81,679</p> <p>A school license for Qualtrics, survey software was purchased. The cost for the software was</p>

		Operating Expenditures LCFF 4,250	less than estimated. 5000-5999: Services And Other Operating Expenditures LCFF \$3,000
		Overtime for Career Tech pathway planning 1000-1999: Certificated Personnel Salaries LCFF 500	Staff teaching media graphics, and journalism did meet. Many students take the courses but not as a coordinated set of classes. The yearbook production team meets after school and functions as a school club. UPA students are interested in taking journalism, and media graphics as electives but not as a career pathway. Because of this lack of interest, UPA will continue offering the classes but not as a coordinated set of classes to constitute a pathway 0
		Marketing Project Lead the Way (STEM Program) to students especially female students 1000- 1999: Certificated Personnel Salaries LCFF 500	This recruitment was done during student class scheduling for the coming year. The recruitment was done during class time; therefore, there was not extra teacher time requested. 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Contract with a safety/security consultant to conduct a school safety audit and report results to the school Board. 3. Revise the school safety plan consistent with consultant recommendations and forward to the school's liability insurance for review.	1. Through the school's liability insurance carrier, consultant Howard Jordan performed an audit of school safety plan and overall safety measures on school grounds. This was a complimentary service of our liability insurance carrier. 3., 4. In process of contracting with School Safety consulting firm to	Contract with a safety/security consultant to conduct a school safety audit and write a report to be submitted to the Executive Director. 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,500 Produce hard copies of the safety plan for the school administration.	Howard Jordan safety audit services provided free of charge through CharterSafe, the schools liability insurance carrier. Not Applicable Not Applicable 0.00 More extensive review, and rewrite of safety plan, was put out

<p>4. Revise the plan as appropriate and forward to the school Board for approval.</p> <p>5. Purchase needed safety equipment including, school intercom system, video cameras, school fencing and identifiable clothing and badges for school personnel.</p>	<p>rewrite plan in order to conform to State requirements, including Federal and State Emergency Mgmt standards.</p> <p>5. Purchased remote door lock system, iPads for monitoring security cameras, and safety bars for outwards opening doors.</p>	<p>Produce a safety handbook for every classroom. 4000-4999: Books And Supplies LCFF 2,000</p>	<p>for bid with consultants. Leading bid appears to be RAS Consulting who is preparing an estimate for the Safety Plan rewrite, as well as overhaul of emergency drills. The estimate for this service will significantly surpass the estimated \$2,500. This action will appear in the LCAP for the coming year. 0.00</p>
		<p>Purchase door security devices for all classroom doors to prevent entry in an emergency Purchase a wireless school intercom system to include speakers in all classrooms and offices Purchase software to enable campus supervisors to monitor all campus video cams. 6000-6999: Capital Outlay LCFF 15,000</p>	<ul style="list-style-type: none"> • Highcom Security Services installed Aiphone remote doorlock system, \$32,000 • Ipad purchased June 2018, \$782 • Schoolgate Guardian safety bars purchased Dec 2018, \$409. <p>5000-5999: Services And Other Operating Expenditures LCFF \$33,191</p>

Analysis

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

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

For the most part the actions and services for this goal were implemented.

Due to lack of interest as evidenced by student sign-ups the school did not offer SAT preparation so the contract with the vendor was cancelled.

Practical courses during seminar were not implemented due to lack of facilities and fiscal resources. Instead, students requested that seminar time be spent on homework make-up, extra help in various courses, and college/career information.

Regarding safety equipment, electronic door lock for the school were purchased and a safety audit was conducted. Due to budget constraints additional planned purchases for safety equipment will need to be done over the course of the next 2 years.

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

Excellent progress has been accomplished in implementing this goal. School safety has been improved, courses of interest to students have been added to the master schedule and additional AP courses have been added, included AP government and Politics which all students must take.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The amount budgeted for this goal was \$246,140 however the actual spent was \$ 281,900. The increase over the proposed expenditures of approximately \$36,000 was due to an underestimate in staff salaries and the the increased cost of the electronic door locks for school safety.

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

Students requested the introduction of practical courses into the curriculum. The administrative team explored various courses but always concluded that the school laced the room and staff to implement these courses into the curriculum. For example students mentioned cooking and wood shop courses. Our school does not have such facilities or the budget to support these courses; furthermore the school lacks the staff expertise to teach these courses. This activity will be dropped from the list of actions in the LCAP for the coming year.

Also, SAT preparation has not been popular. Our students attend some sessions and then are absent for other sessions. The vendor insists that regular attendance is important. We will give this action one last attempt by reorganizing it and having one of our staff members assume this responsibility and hold the sessions here on campus. If this cannot be worked out, the school intends to drop this activity in the coming year as the expense is significant and the school needs to place limited resources where they are used and not wasted.

Finally, our courses in Journalism, and multi media arts are very popular and heavily enrolled. The school's yearbook staff is actually an after-school club. This arrangement is very successful and of significant savings to the school. What is more, students enroll in Journalism, multi-media and sign up for year book staff but are not interested in taking these courses as a pathway. They take them as electives but focus on entering college /university in other fields. Our school will drop this action from our LCAP for the coming year.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Improve Basic services to teachers and students to enhance and facilitate teaching and learning. These services are to also include training and professional development so teachers can implement strategies to support targeted disadvantaged students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities: Teacher Recruitment Plan

Annual Measurable Outcomes

Expected

Metric/Indicator

1. Submit an annual report to the Board indicating:
 - Number of hard copy textbooks purchased by course, edition and whether on-line resources for the textbook were also purchased.
 - E-Textbooks purchased by course and edition.
 - Status of departmental textbook purchase rotation.
2. Number of courses/classrooms that have a class set of textbooks and a textbook, hard copy or electronic, for each student.
3. A science lab modernization plan developed by a consultant and Director of Business and operations.
4. Faculty and student satisfaction surveys regarding upgraded science lab facilities indicating 80% satisfaction with the lab facilities and 70% of the students reporting that the upgraded facilities are useful, helpful and facilitated their learning
5. Number of known vacancies by March 15, the number of job fairs attended and the number of "job boards" where vacancies posted.
6. Total number of candidates recruited for known vacancies and the total number of hires after May of each year
7. Number of professional growth activities participated in by new and returning teachers
8. Number of professional development activities and training's focused on classroom strategies to support targeted disadvantaged students.

Actual

Metric/Indicator

1. Oral report on textbooks presented to School Board at Oct 18th, 2018 mtg. Mostly all textbook purchasing was for replenishment. New textbooks included Biology, World Geography, 8th grade US History, and 12th grade Economics. All hardcopy textbooks include online versions of the textbook. The science department and 7th grade social science will be the next targets for new textbooks in the 2019/20 school year.

2. Budget and space limitations prevent us from supplying classroom sets of textbooks. No teachers in the 18/19 school year have exclusive use of a classroom. Typically 2 or more teachers use a specific classroom, which would have required multiple class sets in one room.

3., 4. Science lab casework (counters, cabinetry, student & teacher workstations) have been purchased. Due to extensive plumbing retrofits needed in the Learning Center building, as well as cancellation from lab install contractor, the project start date has been pushed to June 2019

5., 6., 7., 8.

Teacher vacancies:

By March 15, 2019, the following teacher needs were determined by the development of the school's master schedule, and notification of one faculty not returning in the fall 2019

- 1 English
- 1 Math
- 2 science (biology)
- ½ time counseling

The number of teacher vacancies is dynamic especially from March to the end of July each year. This number could change if other teachers decide to make career /job changes.

Job Fairs and Posting in Teacher Job Boards:

UPA administration participated in Cal Poly Pomona teacher career fair and the Santa Clara County Office of Education Job Fair.

Teacher vacancies have been posted in EdJoin and Handshake. Handshake is a jobs board organized by career centers at colleges and universities

Expected

18-19

1. Updated inventory of textbooks
2. Updated written textbook selection and purchasing procedures.
3. Written schedule for purchasing newer editions of textbooks by department, including electronic versions and on line resources for the selected textbooks.
4. Upgraded remaining 3 science labs .
5. A survey of the science faculty indicating 80% satisfaction with the lab facilities and a survey of students indicating that 70% of the students will report that the new facilities are useful, helpful and facilitated their learning
6. Updated Board policy and Administrative Regulation on teacher recruitment/selection process
7. Updated Professional Development plan for teachers to include a number of activities focusing on classroom strategies for teachers to effectively support unduplicated students.

Baseline

1. In 2016-17, the number of textbooks purchased by course and edition totaled 350, the number of courses that have textbooks and e-resources as part of the textbook was 12, and the number of courses/classrooms that have a hard copy textbook for each student and a classroom set was 6.
2. Pictures of labs showing crowded conditions, lack of cabinetry for storing equipment and projects and student work stations ill equipped for conducting science experiments.
3. Currently, teacher vacancies are determined in late April-mid May.
4. UPA posts teacher vacancies in only one job board and attends only one career fair each year.
5. It is typical, to have only about 3 credentialed and qualified candidates available from which to select for interviews. Most hiring is done in June and early July of each year.
6. Local professional development activities and new teacher support are implemented for new teachers; however, other professional growth activities are not made available to new teachers.

Actual

(public and private) throughout our nation. By using Handshake, UPA is able to post teacher jobs in 15 colleges and universities, in and out of state.

Job Fairs and Posting in Teacher Job Boards:

As of May 2019, UPA recruitment activities have produced the following results:

- 3 English teachers have been recruited and interviewed
- 2 math teachers have applied for a math vacancy having seen the posting in RdJoin
- 2 Biology teachers have applied for a science position also having seen our posting in EdJoin.

As of May, UPA hired full time teachers in English, Math, Biology, Physics and Physical Education.

18-19

1. Textbook inventories maintained on annual basis in Library World application. Physical counts conducted every June.

2., 3. In consultation with the Director of Curriculum & Instruction, all department textbook needs are documented in a purchasing spreadsheet. Using budget and highest need, textbook purchasing decisions are made. For 2019/20, the science department, and 7th grade social science are the indicated targets.

4, 5. Cal scheduled for work in June 2019. MIT, GA Tech, and NYU scheduled for June 2020.

Teacher Recruitment and Selection procedure:

A recruitment procedure has been written by the Executive Director indicating timelines, recruitment activities to be undertaken each year, a list of recruitment materials needed for job fairs and a suggested budget.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue/complete upgrading science lab facilities</p> <ol style="list-style-type: none"> 1. Modify upgrades if necessary. 2. Modify budget if necessary 4. Schedule work to be completed during student "down time." 	<p>#1-4. Science lab casework (counters, cabinetry, student & teacher workstations) have been purchased. Due to extensive plumbing retrofits needed in the Learning Center building, as well as cancellation from lab install contractor, the project start date has been pushed to June 2019. Budget remains in place for Cal and MIT remodels.</p>	<p>Phase 1 of 2 science lab upgrades, including student work stations. 6000-6999: Capital Outlay LCFF 100,000</p> <p>Professional development plan to include training for teaching to EL students, Special Ed and At Risk students. 5000-5999: Services And Other Operating Expenditures LCFF 10,000</p>	<p>1. All casework purchased from Flinn Scientific for Cal remodel project, \$50,200, Jul-Aug 2018. Changes in the installation requirements resulted in a significant reduction in cost. 4000-4999: Books And Supplies \$50,200</p> <p>Trainer of Trainer model- the school's EL coordinator attended 66 hours of training to teach EL students. 5000-5999: Services And Other Operating Expenditures Governors CTE Initiative: California Partnership Academies \$3,569</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Hire and retain quality, caring teachers and provide adequate collaboration and training time for their professional growth.</p> <ol style="list-style-type: none"> 1. Recruit teachers as per the plan developed in the previous year. 2. Continue offering teacher support, coaching and collaboration time for teachers 	<p>1. Teacher Recruitment and Selection procedure: A recruitment procedure has been written by the Executive Director indicating timelines, recruitment activities to be undertaken each year, a list of recruitment materials needed for job fairs and a suggested budget. The policies and procedures are reviewed in</p>	<p>Fees to attend job fairs The actions are focused on recruiting the best teachers and providing them with high level professional development so they will be effective in delivering instruction to special populations.</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 5,300</p>	<p>Our recruitment efforts included attendance at job fairs, and subscribing to various job boards 1000-1999: Certificated Personnel Salaries LCFF 2,051</p>

3. Review/revise as appropriate the Board policy and Administrative Regulation on teacher recruitment/selection process

early winter and adjusted if necessary.

2. UPA is following the teacher recruitment program as outlined in the Executive Director's memorandum regarding process and procedures for annual teacher recruitment.

3. UPA employs a mentor coach for beginning teachers as well as experienced teachers new to UPA. New teachers are mentored over a 2-year beginning teacher support program at the end of which, the teacher can clear their credential. Experienced teachers to UPA are coached and mentored by the same mentor-coach. In addition, monthly meetings are held with new teachers that include collaboration time. Also, once each month, departments come together for collaboration time. Lastly, Lead teachers for each department visit teachers and offer coaching and mentoring as well.

.6 FTE for new teacher support for Core teachers of special populations 1000-1999:
Certificated Personnel Salaries LCFF 40,000

This service was provided to new core teachers 1000-1999:
Certificated Personnel Salaries LCFF \$56,803

Action 3

Planned Actions/Services

1. Continue purchasing a class set of hard copy texts for classrooms
2. Continue purchasing electronic versions of the text for students if available

Actual Actions/Services

New textbooks included Biology, World Geography, 8th grade US History, and 12th grade Economics. All hardcopy textbooks include online versions of the textbook.

Budgeted Expenditures

Purchase updated textbooks, included the purchase of books for implementation of NGSS
4000-4999: Books And Supplies LCFF 60,000

Estimated Actual Expenditures

\$52,889 spent in new textbooks. Remainder of budget spent on replenishment. Publishers: Pearson, Houghton-Mifflin, TCI, and Worth Publishing.
4000-4999: Books And Supplies
Governors CTE Initiative:

3. Continue purchasing the electronic/on line resources for students of the textbooks if available

Budget and space limitations prevent us from supplying classroom sets of textbooks. No teachers in the 18/19 school year have exclusive use of a classroom. Typically 2 or more teachers use a specific classroom, which would have required multiple class sets in one room.

Purchase e-textbooks and on line resources 4000-4999: Books And Supplies LCFF 21,500

California Partnership Academies \$52,889

\$8,360 spent for online only curriculum in math dept. 4000-4999: Books And Supplies LCFF \$8,360

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct at least 3 professional development activities focusing on effective classroom strategies to support targeted disadvantaged students		Contracting with trainers to deliver professional development and training 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000	All members of the administrative team participated in year long training to implement Multi Tiered System of supports on our campus focused on targeted assistance to disadvantaged students. Training was provided under contract with the county office. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$25,000

Analysis

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

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

Nearly all activities and services for this goal were implemented. Purchasing of textbooks and e-media for new science courses based on NGSS was not completed in 2018-19, The science staff is continuing their search for adequate textbooks and media to fully implement NGSS.

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

The activities and services were implemented. Quality teachers were hired, our science lab will be upgraded this summer and the school granted release time to coach and mentor new teachers. The only action and service that was not totally successful was the purchase of textbooks for new science courses based on NGSS standards. The science staff is continuing their search for textbooks and complimentary e-media for these courses. We will have these textbooks for the start of the upcoming school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between what was budgeted and actual expenditure is approximately \$42,000. The under-budgeting was due to, 1) a change in installation contractors. The Director of Business and operations was able to select a different contractor for installation after the first contractor decided he was not qualified to perform the work, and 2) the science faculty decided that natural gas at each student work stations was unnecessary. These changes significantly reduced installation costs. The cost is now projected at approximately \$50,000 instead of \$100,000. In order not to disrupt instruction, all installation will be performed during summer vacation.

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

These activities and services are important in order to provide services to our English Learners, recruit quality teachers and improve our lab facilities. The school does not plan on changing these actions and services.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

Improve School Climate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1. Through the use of a survey, 80% of the students using wellness services will report that the service is necessary and useful.
2. Increase the number of competitive sports programs over the baseline
3. Increase the number of days that the gym will be open during lunchtime for intramural sports
4. By the beginning of the 2nd month of school, hold a club day for student recruitment
5. 75% of 7th and 9th graders who participated in the WEB/Link Crew program will report a 70% satisfaction rate with the program.
6. Maintain a calendar listing of activities conducted during school lunch hours. 70% of the students will report that the activities have been successful.
7. In a survey administered by the counseling team, at least 65% of the 11th and 12th grade students will respond favorably about the school's college and career counseling services.

Actual

Metric/Indicator

1. UPA has expanded the wellness counselor services for students in 2018-19
2. Due to campus limitations, UPA was unable to offer more competitive sports. UPA will continue to look for opportunities to add to its sports program.
3. The gym is open during lunchtime for intramural sports 4 days a week. This is an increase from 3 days a week during the 17-18 school year.
4. UPA held two club days. Once within the first two months of school and another towards the end of the first semester.
- 5.
6. The ASB Coordinator keeps an intramural sports calendar. Next year, ASB will publish this on the school calendar. Friday fun days and other ASB activities are posted on the UPA calendar.

Expected

18-19

1. Expand the student wellness program by increasing the amount of wellness counseling time over the .2 FTE available in 2017-18.
2. Improve the school's lunchtime activity program by:
 - Adding one more competitive sport to the school's program
 - Increasing the number of days/week for intramurals over 2017-18
 - increasing the number of club days held per year over 2017-18
3. Publish a set of norms that address teacher "turnaround time" for corrected homework, tests, quizzes, and other schoolwork.
4. Publish the school's weekly newsletter and add students to the circulation.
5. Maintain the school's new website and make improvements based on feedback from Lead Teachers, ASB student officers and the Executive Director's Advisory Council.
6. Increase the 12th grade counseling time
7. Document counseling services for 12 th grade students.
8. Hold periodic meetings with parents to deliver services as outlined in # 7 above

Baseline

1. Establish 2017-18 surveys as the baseline for reporting usefulness of the wellness program
2. The current number of competitive sports program totals 9.
3. Club day is held on September 16, 2017. A total of 12 clubs participated in this event.
4. In 2016-17, 85% of the students who participated in Web Link/Crew reported that the program is successful by a rate of 70%
5. Using the 2016-17 perception survey as a baseline, measure the level of parent and student satisfaction with teacher feedback time and show an improvement of 5% each year over the baseline.

Actual

18-19

1. Implemented
2. Implemented
 - * Badminton was offered as an intramural sport the during Semester 2.
 - * UPA offered one more intramural sports day from the 17-18 school year.
 - *UPA added an extra club day from the 17-18 school year.
3. A norms committee was formed and very active. For the spring semester they worked to develop a set of norms that would give guidance to teachers on returning work submitted for grading. This work has been completed and the norms will be reviewed with the entire staff at the back to work inservice days before school starts in 2019-20.
- 4.Implemented
- 5.Implemented
- 6.Implemented
7. Twelfth grade counseling was increased for 2018-19
8. Implemented at counselor grade level meetings

Expected

Actual



Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Maintain and expand the student wellness program by adding 20% more counseling time (total of .4 FTE)</p> <p>2. Staff the media center up to 5:00 PM, enabling students to be tutored, conduct research or wait for their parents.</p> <p>3. Expand competitive sports program to include soccer and cross country running.</p> <p>4. Maintain the school's lunchtime activities program to include club recruitment days, carnival days and Intramural sports 3 days / week</p>	<p>1. UPA has expanded the wellness program by 20%. Our licensed wellness counselor is available to students 5 hours per day, 5 days each week.</p> <p>2. The media center is staffed up to 4:30PM on Monday, Wednesday, and Friday. On Tuesday and Thursday, the media center is staffed until 4:00PM</p> <p>3. Due to a lack of facilities, UPA was unable to offer soccer. Due to staffing issues, UPA was not able to offer cross country. UPA will look at both programs again next year in hopes of offering them to students.</p> <p>4. Intramural sports are offered 4 times a week. Carnival days are offered once every six weeks and there is an ASB lunchtime activity once a month.</p>	<p>Wellness counselor</p> <p>While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.</p> <p>1000-1999: Certificated Personnel Salaries LCFF 30,000</p> <p>Staff the media center for tutoring, student research, college and career information.</p> <p>This service is targeted to special populations; however the services may also be granted to other students needing help and support.</p> <p>2000-2999: Classified Personnel Salaries LCFF 22,000</p> <p>0000: Unrestricted LCFF</p>	<p>The program hours were expanded to meet student needs. Also one of our counselors was granted a period of release to coordinate our wellness program.</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$58,223</p> <p>Implemented 2000-2999: Classified Personnel Salaries LCFF \$23,107</p>

Materials, supplies and equipment for lunchtime activities
4000-4999: Books And Supplies
LCFF 15,000

There was a change in this expense. Very little in materials and supplies; however, an hour of extra time was allocated to our PE teacher to supervise intra murals at lunchtime 1000-1999: Certificated Personnel Salaries LCFF \$6,114

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Expand the Web/Link Crew student peer mentor program to include 95% of the 7th and 9th grade students</p> <p>2. Continue to provide training to all staff on the Web/Link Crew program</p>	<p>1. 100% of the 7th and 9th grade students are included in the Link Crew and Web peer mentor program.</p> <p>2. All of the Web/Link Crew coordinators have been fully trained.</p>	<p>Web/Link Crew (peer student mentoring) certificated stipends for staff 1000-1999: Certificated Personnel Salaries LCFF 12,000</p> <p>Web/Link Crew (peer student mentoring) training for staff 5800: Professional/Consulting Services And Operating Expenditures LCFF 6,000</p>	<p>Stipends for 4 teachers 1000-1999: Certificated Personnel Salaries LCFF \$12,376</p> <p>Off site training was attended by staff 5800: Professional/Consulting Services And Operating Expenditures LCFF \$4,728</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Review/revise school norms regarding "turnaround time" for feedback to students on assignments, homework, quizzes and tests.</p> <p>2. Revise if necessary, the Board policy and Administrative Regulation on teacher "turn-around-time" of tests, quizzes, homework. etc to students.</p>	<p>Communications Norms complete, and shared with staff in summer of 2018. Grading Policy norms work still in process. Estimated completion by May 2019.</p> <p>Teacher autonomy highly valued by administrative staff. Department policy is judged as sufficient for Norms purposes. No Board policies required at this time.</p>	<p>0</p>	<p>Partially completed; staff time during teacher prep periods therefore no charge Not Applicable Not Applicable 0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Improve school to home communications</p> <ol style="list-style-type: none"> 1. Continue publishing a weekly newsletter and email to parents and students at the beginning of each week 2. Obtain feedback and suggestions from students, parents and staff on improving the school's website 3. Continue to conduct grade level meetings of students and parents 4. Continue and expand the parent Institute 	<ol style="list-style-type: none"> 1. The weekly newsletter continues to be distributed through the use of the SchoolMessenger software integrated with the SIS. UPA worked with tech support to add student emails to the distribution list. 2. The website was reduced in size, and reorganized to increase ease of use. In addition, documents were moved to the front page to meet parent request. 3. Counselors continued to conduct grade level meetings. The fall meetings focus on academic success for the year, and the spring meetings focus on planning for registration for the coming year. 4. Parent University was offered four times this year. Each meeting focuses on strategies for parents and students. The teaching staff was present at two meeting to provide assistance to parents. The counseling team also attended two meetings to help counsel parents with their student's academic needs. 	<p>Revise/maintain school website for better communication to parents 5000-5999: Services And Other Operating Expenditures LCFF 6,000</p> <p>Consulting services for Parent Institute</p> <p>This institute is intended for parents of special populations. However, we would not turn away any parent that wishes to attend. 5000-5999: Services And Other Operating Expenditures LCFF 3,000</p>	<p>Cost for the service was less than projected 5000-5999: Services And Other Operating Expenditures LCFF \$3,028</p> <p>Parent institute fully implemented much of the work was done by a consultant without a fee. The amount indicated is to cover the extra time submitted by teachers who attended the meetings and met with parents at the meetings. 1000-1999: Certificated Personnel Salaries LCFF \$ 892</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Increase 12th grade counseling time by .2 FTE 	<ol style="list-style-type: none"> 1. Twelfth grade counseling was increased by 1 period, 20% for 2018-19. 	<p>Increase counseling services, especially monitoring students in</p>	<p>.2 FTE increase in counseling 1000-1999: Certificated</p>

2. Produce a document that will outline counseling services at all grade levels. Share the document with Board for approval and share with parents.
 3. Hold at least three 11th and 12th grade level meetings (evening meetings with students and parents).
 4. Administer a survey to students to determine the level of satisfaction with the 11th and 12th grade counseling program

2. Counselors and the Director met and outlined all counseling services in one document. This document was not brought to the board of trustees due to an on site reevaluation of the counselors' role in the new Multi Tiered Systems of Support framework, which will change/reallocate counselor time.
 3. The senior counselor held three evening meetings to discuss college and career readiness in September, college applications in September, and financial aid in October. An additional meeting was held specifically for the 11th grade to discuss college visits.
 4. The Executive Director issued a survey in the fall and another survey in the spring.

their 1st year of community college 1000-1999: Certificated Personnel Salaries LCFF 18,000

Extra time compensation for counselors and support staff to hold grade level meetings with parents 1000-1999: Certificated Personnel Salaries LCFF 4,000

Personnel Salaries LCFF \$24,797

1000-1999: Certificated Personnel Salaries LCFF \$ 765

Analysis

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

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

This goal 4 contains 8 distinct services and actions. Seven of these actions/services were implemented. One action was partially implemented and this will be completed the first 2 days of teacher inservice prior to the start of the new school year. Overall we are satisfied that nearly all actions and services were implemented.

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

Nearly all actions and services were implemented as designed. These actions all improved the quality and level of service to students. The action regarding norms will be fully accomplished at the first 2 days of teacher inservice as we start the new school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The total overall projected budget for this goal was \$116,000; the actual expense totals \$134,030. The difference between the projected budget and the actual was an increase of approximately 18,000. This increase was mainly due to lower projected personnel salaries than actual.

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

Some of the actions and services to this goal have been implemented over several years and are now part of the normal school operations and services and thus will no longer be listed as part of Goal 4. These include:

* WEB LINK Crew stipends to advisors and the training for the advisors

* Publishing weekly parent newsletter. We have now published the parent/student newsletter for three years and will no longer list it as a service as we will continue to publish the newsletter as a part of our communication to parents/students and staff.

* The UPA website has completely been redesigned and a webmaster appointed who maintains the website. The coming school year marks the 3rd year for the implementation of the redesigned website. The school always solicits input from students, parents and staff at various school meetings on improving school-home

communications. Continuing this action as part of Goal 4 is not necessary.

* Grade level guidance meetings will also be dropped from Goal 4 as this is now a routine activity conducted by our counselors each semester.

To this Goal, the school will be adding a course for at risk students - RESH 180. RESH 180- Raising Expectations Standards & Honor 180- is a classroom program to improve mental / behavioral health by initiating self-directed, inward examination framework to help process and practice purposeful forward thinking.

Some of the RESH 180 lessons include:

- Academic Performance
- Motivation
- Character Building
- College & Career Interest
- Resiliency Skills
- Goal Setting

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

Develop a plan to fully implement the new Next Generation Science Standards by 2019-20 (NGSS).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

18-19

Create the NGSS implementation action plan and implement year 1

The science department has been very active in the implementation of NGSS including training and reviewing of instructional materials for both middle and high school.

Expected

Actual

Baseline

1. In 2017-18 the science department was using the older science standards.
2. The Science Department has attended NGSS "roll out" training
3. The Science Department meets on some mornings to review and apply best practices
4. A common lesson plan format has been adopted with hyperlinks that enables teachers to build lesson plans in a step by step manner with performance expectations by grade level and science area.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Appoint an NGSS Implementation Team</p> <p>2. Administration & Implementation Team assess current school capacity to implement NGSS</p> <p>3. Implementation Team to develop an action plan and begin implementing year 1. The action plan is to include: A) Scheduling department dates throughout 2018-19 to address major steps of the action plan B) Conducting NGSS curriculum research C) Revising science curriculum maps D) Revising course pacing guides</p>	<p>The entire science department as a team, developed a plan for implementing NGSS, including training and acquisition of instructional materials.</p> <p>The science team has attended extensive trainings and met in workshops format to develop curriculum consistent with NGSS.</p> <p>The last half of 2018-19 has been spent in reviewing and piloting NGSS science curriculum in grade 7 & 8 and in high school Biology, chemistry and Physics.</p> <p>The outcome of the piloting will facilitate the science department to</p>	<p>Certificated extra time for summer workshops and collaboration during the school year 1000-1999: Certificated Personnel Salaries LCFF 12,000</p>	<p>Faculty Time for 3 all workshops, all science teachers + 2 faculty attendance at Instructional Materials Fair +Weekly collaboration meetings for NGSS implementation (all science teachers). 1000-1999: Certificated Personnel Salaries LCFF \$9,363</p>

E) Rewriting course descriptions

4. Professional development (PD) coordinator and Implementation Team design NGSS implementation PD activities

5. Administration & Implementation Team develop informational resources for parents

6. Science Department and administration meet with publishing representatives to determine and select instructional materials.

7. Science Department to determine assessments to be used

8. Administration & Science Department design a department achievement dashboard

select the appropriate science curriculum including coordinated instructional materials for the coming year.

Analysis

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

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

The actions and services outlined for this goal in 2018-19 have been met.

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

While full implementation of NGSS is scheduled for the upcoming school year, very significant progress has been made. The entire science team chose to undertake the actions and services as a team rather than appoint a committee. Also, the science department took several professional development days (full days) for training, curriculum development and selecting various programs to actually pilot.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We underestimated certificated budget for workshop time by \$2,637. This is an insignificant material difference in cost.

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

UPA will not make any changes to this goal; we will continue with year 2 of the NGSS implementation plan.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The involvement of students, parents and staff in the development of the 2019-20 LCAP included the following:

- Meetings with the Executive Director's Advisory Council (includes EL parents, students, parents, staff and administration) to obtain their suggestions for the new 2019-20 LCAP A total of 3 meetings were held to generate LCAP

suggestions

- A Survey of parents to obtain their suggestions for school priorities for the 2019-20 LCAP was administered in the Spring of 2019
- A Survey of students to obtain their suggestions for school priorities for the 2019-20 LCAP was administered in the Spring of 2019
- A Survey of staff to obtain their suggestions for school priorities for the 2019-20 LCAP was administered in the Spring of 2019
- A total of 3 meetings were held with the school's department chairs to obtain their suggestions for the upcoming LCAP.
- A total of 4 meetings with the school's management team were held in the spring of 2019 to obtain their suggestions for the for the 2019-20 LCAP.
- A total of 2 Meetings with school staff were held in February and March 2019, to obtain staff suggestions for the 2019-20 LCAP.
- A Board public hearing was held on 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.
- A public hearing on proposed LCAP priorities for 2019-20 was held on 05/23/19. At this public hearing students, parents and staff had the opportunity to give additional input on LCAP priorities as well as speak for or against the

priorities presented at the public hearing.

- At their meeting on 06/20/19, the Board of Directors addressed the priorities and held a discussion on the recommended priorities prior to adoption. Members of the public at the Board meeting had a final opportunity for input

prior to adoption.

The results of the school's ongoing work to accomplish the expected outcomes of the LCAP are reviewed with the School Board during the Executive Director's report at each various school board meetings. Also, at Executive Director's Advisory Council meetings, progress reports on the status LCAP are issued. The staff also received periodic reports on the status of LCAP goals at various faculty meetings.

Excellent progress was made in all goals except for Goal 3, modernization of science lab facilities. Limited progress was made on this planned action of goal 3. This has been due to the previous contractor unwilling to perform the work as he did not feel they had the time or skills to complete the modernization. A new contractor has been engaged and began the work on June 10, 2019.

Impact on LCAP and Annual Update

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

The administration received and reviewed suggestions from students, parents and staff regarding their priorities to be considered for the 2019-20 LCAP. The various input meetings resulted in many suggested priorities. Some common priorities were suggested by various constituencies and were thus considered high priorities. These suggestions caused much discussion, and attracted many votes and were considered as high priority suggestions, chief among them was student safety and addressing low performing students. These priorities are included in the 2019-20 LCAP.

Due to some limitations such as funding, availability of classroom/office space and athletic fields, not all priorities were address fully by this LCAP as they can't be fully implemented. Some priorities that were suggested for 2019-20 included:

1) purchase and install school lockers for the students, 2) add soccer and or baseball to the athletic program, and install a designated cross walk at the corner of Canoas garden Ave and Masonic Drive.

- 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, install and maintain lockers.
- Regarding # 2, UPA does not have an athletic field; however, we continue to make extensive inquires with public and private sources such as city parks and recreation, community centers in our vicinity and as well as churches. 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 does not seem possible at this time
- Regarding # 3, We have requested from the city of San Jose the establishment of a cross walk at this school corner. The city has not seen a need thus far to grant our request.

The school continues to receive criticism from our school community was that the LCAP form is too lengthy, (this year's version about 180 pages) and too complex for parents to give serious study.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Provide greater Academic support for all students, especially EL students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Local Priorities: UPA Strategic Plan to eliminate the Achievement Gap

Identified Need:

1. UPA has an achievement gap that exists between Latinos and the Asian students. Identified students need to build the skills that will enable them to experience success at UPA and college. Access to summer programs to retain previous learning and give them a "head start" to the coming instruction in math and English is essential. These students also need support in accessing and succeeding in AP classes that are required for graduation.
2. The school's English Language program needs continual leadership and coordination as the school enrolls a larger population of English learners. The academic progress of EL students needs better monitoring, and some need instruction in support in a separate EL class and in core academic courses
3. UPA has a software program to house student achievement data but not many staff know how to use the software. Additional training is necessary to facilitate monitoring of academic achievement by teachers and administrators.
4. UPA uses NWEA MAP assessment to measure school progress against national norms and to determine student strengths and gaps in the areas of Math and English. The prescriptive e-learning program, "Edgenuity, is used to try and address these gaps
5. Key school metrics are important and enable the Board and administration to monitor school progress. The current metrics need updating in light of the state's new dashboard.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ol style="list-style-type: none"> 1. Identify students for Math and English support classes and begin instruction by the first week of school. 2. For 2017-18, 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. For 2018-19, 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 3. Identify students to be assigned to advisory period tutorials called, "Academic Excellence Success Program (AESOP)". 4. Report achievement data on AESOP students to teachers at the end of each marking period 5. 70% of the students enrolled in Support and AESOP programs will pass their grade level English and Math courses with a grade of "C" or better. 	<ol style="list-style-type: none"> 1. Currently, the support classes are implemented by the end of the first marking period. 2. Achievement data has not been compiled and made available to program teachers. 3. Students enrolled in the program stay in the programs for the school year. 4. A daily record of students attending the tutorial center is not maintained. 5. Currently 50% of EL students are redesignated. 6. The percentage of EL students earning a grade of "C" or better in their English class is 78% and in their Math class is 50%. 	<ol style="list-style-type: none"> 1. Establish an after-school tutorial program 2. Provide support so that 85% of AP students will pass their AP exams with a score of 3 or better 3. Increase the number of students taking the SAT/PSAT over the 2016-17 baseline 4. Conduct an English Language Development class for EL's and construct an Individual Learning Plan for EL students 5. Provide additional training to staff on the use of Illuminate software. 6. Revise the indicators of success and continue reporting to the Board on the "Indicators" as per the approved schedule 7. Implement the NWEA Skills Navigator program in the English and Math support classes or some other research based prescriptive e-learning program. 	<ol style="list-style-type: none"> 1. Maintain and staff the after-school tutorial program 2. Provide support so that 85% of AP students will pass their AP exams with a score of 3 or better 3. Increase the number of students taking the SAT/PSAT over the 2017-18 baseline 4. Continue conducting an English Language Development class for EL's and develop Individual Learning Plans for EL students 5. Continue the NWEA Skills Navigator program in the English and Math support classes or some other research based prescriptive e-learning program. 	<ol style="list-style-type: none"> 1. Provide support so that 83% of AP students will pass their AP exams with a score of 3 or better 2. Increase the number of students taking the SAT/PSAT over the 2018-19 baseline to include all students in grades 8, 9, 10 and 11. 4. Continue writing Individual Learning Plans for EL students 5. 60 % of EL students will be redesignated 6. 80% of the EL students will score 3 or better in the ELPAC assessment. 7. Continue the use of the e-learning program, Edgenuity, in the English and Math support classes 8. 60% of the students enrolled in the English and Math Support classes will show growth as measured by the NWEA MAP assessment. 9. Implement MTSS (Multi-Tiered System of Support)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>6. By the end of semester 1, 50% of the students will no longer need support and will be exited from the programs.</p> <p>7. 70 % of the EL students will earn a grade of "C" or better in their core English and Math classes and 80% of the limited English proficient students will be reclassified to fluent English proficient status</p>				<p>framework as part of strategic effort to meet the needs of our population, especially low socioeconomic students and English Learners.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide
Schoolwide

All Schools
Specific Grade Spans: 7-12

Actions/Services

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

Modified Action

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

Modified Action

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

New Action
Modified Action
Unchanged Action

2017-18 Actions/Services

Assistance program for At Risk students:

1. Early Identification of At Risk Students by the 2nd week of school and establish an Individual learning plan for each at risk student.
2. Monitor progress and include a face to face parent teachers conference at the 2nd and 5th grading periods
3. Continue expansion of the 7th and 9th grade Summer Math Literacy Institute and offer summer school make-up courses for students who have fallen behind in graduation credits
4. Establish and post faculty office hours for tutoring and a process for students to obtain academic support during advisory periods.

2018-19 Actions/Services

Evaluate the At Risk program and revise as appropriate for greater effectiveness. Continue:

1. Early Identification of At Risk Students by the 2nd week of school and establish an Individual learning plan for each at risk student.
2. Continue monitoring progress and include a face to face parent teachers conference at the 2nd and 5th grading periods
3. Continue expansion of the 7th and 9th grade Summer Math Literacy Institute and offer summer school make-up courses for students who have fallen behind in graduation credits
4. Change the e-prescriptive learning program for identified at Risk students to Edgenuity

2019-20 Actions/Services

Continue with the following At Risk services to students and incorporate into the Schools Multi Tiered System of Support (MTSS) in subsequent years:

1. Identify at risk Students by the 2nd week of school and establish a Personal Learning Plan (PLP) for each at risk student.
2. Continue monitoring student progress and include at least 2 face to face parent-teacher conferences to report out to parents on the progress of their student.
3. Continue offering the 7th and 9th grade Summer Math Literacy Institute and offer summer school make-up courses to all qualifying students and students who have fallen behind in graduation credits
4. Continue the use of Edgenuity e-prescriptive learning program for identified at risk students.

5. Implement the Multi Tiered System of Support (MTSS) to better organize and deliver tiered intervention services to at risk students based on their individual need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,376	5,700	\$3,000
Source	LCFF	LCFF	LCFF Supplemental and Concentration
Budget Reference	<p>2000-2999: Classified Personnel Salaries Classified salaries for staffing of tutorial center after school</p> <p>While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.</p>	<p>2000-2999: Classified Personnel Salaries Classified salaries for staffing of tutorial center after school.</p> <p>While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.</p>	<p>2000-2999: Classified Personnel Salaries Classified Salary to staff the Media/tutorial center after school.</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students needing help and support.</p>

Amount	1,618	1,750	\$2,000
Source	LCFF	LCFF	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly overtime for parent teacher conferences for at risk students. This service is targeted to special populations, but may also be granted to other students who are considered At Risk	1000-1999: Certificated Personnel Salaries Hourly overtime for parent teacher conferences for at risk students. This service is targeted to special populations, but may also be granted to other students who are considered At Risk	1000-1999: Certificated Personnel Salaries Hourly overtime for preparing Personal Learning Plans for "at Risk Students", monitoring, and conducting parent teacher conferences This service is targeted to special populations, but may also be granted to other students who are considered At Risk
Amount	7,123	7,550	\$9,500
Source	LCFF	LCFF	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Summer Math/Literacy Institute	1000-1999: Certificated Personnel Salaries Summer Math/Literacy Institute	1000-1999: Certificated Personnel Salaries Summer Math/Literacy Institute While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.

Amount	8.903	9,437	\$7,000
Source	LCFF	LCFF	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School make up for Ar Risk students	1000-1999: Certificated Personnel Salaries Summer School make up for Ar Risk students	1000-1999: Certificated Personnel Salaries Summer School make up for high school "At Risk" students. While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.
Amount	5,000	5,300	\$31,300
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Skills, Navigator e-prescriptive software for students with low math skills	4000-4999: Books And Supplies Edgenuity e-prescriptive software for students with low math skills	4000-4999: Books And Supplies Edgenuity e-prescriptive software for students with low math skills, includes staff training. While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.

Amount	5,000	28,000	
Source	LCFF	LCFF	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Skills Navigator training for Math and English teachers	5800: Professional/Consulting Services And Operating Expenditures Edgenuity training for Math and English teachers	Not Applicable
Amount	1,012	1,500	\$9,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries AP tutoring support for At Risk students This service is targeted to special populations, but may also be granted to other students who are considered At Risk	1000-1999: Certificated Personnel Salaries AP tutoring support for At Risk students This service is targeted to special populations, but may also be granted to other students who are considered At Risk	1000-1999: Certificated Personnel Salaries Increase the number of PSAT /SAT test takers by funding all students in grades 8,9,10 &11. This service is targeted to special populations, but may also be granted to other students who want to take the PSAT/SAT test.

Amount			\$93,093
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries .4 FTE for Support classes in English; .4 FTE for Support classes in Math and .2 FTE for the student "GROW" program. While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.
Amount			\$4,000
Source			LCFF
Budget Reference			4000-4999: Books And Supplies NWEA Assessment - MAP Student Licenses While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.

Action 2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide
Schoolwide

Location(s):

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

All Schools
Specific Grade Spans: 7-12

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide Academic Support for English Learners

1. Implement a class for Language Arts for EL students not ready to be mainstreamed
2. Develop a learning plan for each student
3. Monitor academic progress and report to parents at the end of the 2nd and 5th school marking periods

2018-19 Actions/Services

Provide Academic Support for English Learners

1. Implement a class for Language Arts for EL students not ready to be mainstreamed
2. Develop a learning plan for each student
3. Monitor academic progress and report to parents at the end of the 2nd and 5th school marking periods

2019-20 Actions/Services

Provide Academic Support for English Learners

1. Continue writing Individual Learning Plans for EL students
2. Monitor academic progress and report to parents at face to face meetings with parents

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,600	32,548	\$20,600
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries .2 FTE Certificated Salary	1000-1999: Certificated Personnel Salaries .4 FTE Certificated Salary	1000-1999: Certificated Personnel Salaries .2 FTE Certificated Salary for EL class
Amount	5,000	500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Development of Learning plans-Hourly Overtime certificated @ \$40.00/ Hr	1000-1999: Certificated Personnel Salaries Development of Learning plans-Hourly Overtime certificated @ \$42.40/ Hr	1000-1999: Certificated Personnel Salaries Development of Personal Learning plans for EL students-Hourly Overtime certificated @ \$44.00/ Hr
Amount	0	500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Administrative time allocated to monitoring of students and evening meetings to report out to parents	1000-1999: Certificated Personnel Salaries Certificated time allocated to monitoring of students and evening meetings to report out to parents	1000-1999: Certificated Personnel Salaries Certificated time allocated for monitoring of EL students and redesignation conferences.

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

- English Learners
- Foster Youth
- Low Income

Scope of Services:

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

- LEA-wide
- Schoolwide

Location(s):

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

- All Schools
- Specific Grade Spans: 7-12

Actions/Services

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

- Unchanged Action

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

- Modified Action

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

- Unchanged Action

2017-18 Actions/Services

Strengthen the school's Culture of Accountability by:

- 1) Providing more training to staff on the use of Illuminate software program (that houses student academic achievement data)
- 2) Providing additional training on the use of NEWA's Skills Navigator Program (or other prescriptive e-learning program) for students in English and Math support classes
- 3) Revising the list of key metrics to measure the business and academic school performance consistent with the States new dashboard.

2018-19 Actions/Services

Strengthen the school's Culture of Accountability by:

- 1) Providing more training to staff on the use of Illuminate software program (that houses student academic achievement data).
- 2) Providing additional training on the use of Edgenuity prescriptive e-learning Program for students in English and Math support classes.

2019-20 Actions/Services

Strengthen the school's Culture of Accountability by:

- 1) Providing more training to staff, once in the fall and spring, on the use of Performance Matters, A student data integrated platform that houses student achievement information, demographics, attendance and discipline data.
- 2) Using the trainer of trainer model, continue providing additional training to staff on the use of Edgenuity prescriptive e-learning Program for students in English and Math support classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,593	8,000	6,000
Source	LCFF	LCFF	LCFF
Budget Reference	<p>4000-4999: Books And Supplies Purchase of student licenses for Illuminate software</p> <p>While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.</p>	<p>4000-4999: Books And Supplies Purchase of student annual licenses for PowerSchool Analytics</p> <p>While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.</p>	<p>4000-4999: Books And Supplies Purchase of annual student licenses for PowerSchool Analytics (performance Matters)</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students.</p>
Amount	1,500	3,000	500
Source	LCFF	LCFF	LCFF
Budget Reference	<p>5800: Professional/Consulting Services And Operating Expenditures Consultant fees for Illuminate training</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Training for PowerSchool Analytics</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Training for PowerSchool Analytics</p>

Amount			\$95,034
Source			LCFF
Budget Reference			<p>1000-1999: Certificated Personnel Salaries</p> <p>Implement the Multi Tiered System of Supports to deliver improved services to targeted students to include EL students, At Risk students and Low socio economic students.</p> <p>Year 1 of the implementation is to include:</p> <ol style="list-style-type: none"> 1. Appoint a .8FTE administrator to provide leadership and coordination to the MTSS program. 2. Define criteria for students fitting into MTSS levels 1, 2 and (12 Hrs. @ \$44./Hr.) 3. Create a flow chart indicating support services by MTSS level 1,2 and 3 levels of service (12 Hrs. @ \$42./Hr.) 4. Establish indicators of success (school-wide and department-wide) when do we use it? how do we use it? (12 Hrs. @ \$42./Hr.) 5. Organize translation services for non-English speaking parents whose students are in the MTSS support programs (12 Hrs. @ \$42./Hr.) 6. Create electronic templates to be used in creating a Personal Learning Plan (PLP) for identified students. 7. Create a PLP for MTSS student level 2 and 3. (16 Hrs. @ \$44./Hr.)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Improve the school's curriculum offered to students and update school safety plans.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Students and parents are asking the school to include in the curriculum more electives in technology, AP courses that interest them, and practical courses that will better prepare students for college entrance exams and college living. Also, parents, students and staff requested a wholesale review of school safety procedures which include security protocols.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Increase the number of students, taking AP courses by 20% over the 2016-17 school year. 2. Increase student access to AP courses by implementing AP courses for 2017-18 that	1. The number and percent of students taking AP courses in 2016-17 is 211 and 54% 2. UPA does not have any AP course that all 10-12 grade students are required to take.	1. Introduce one practical course into the master schedule for 2017-18 2. Based on student interest, offer and expand an SAT preparation class in the 2017-18 school year	1. Introduce an additional practical course into the master schedule 2. Based on student interest, offer and expand an SAT preparation class for the 2018-19 school year	1. Conduct an annual review/revision of the school's safety plan consistent with new legal, and law enforcement requirements, as well as technical advancements

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>all students are required to take.</p> <p>3. Implement practical courses into the school's master schedule on annual basis.</p> <p>4. The number of courses offered and the students enrolled in the Career Tech pathway.</p>	<p>3. UPA did not implement any fun or practical courses in the school's 2016-17 master schedule.</p> <p>4. Prior to the start of this initiative, the school did not offer any programming courses and Media Graphic courses; however, the school has offered Yearbook and Journalism courses to students.</p>	<p>3. In 2017-18, pilot the AP Capstone course to interested 11th grade students.</p> <p>4. Enroll seniors into AP Government and Politics</p> <p>5. Student sign-ups permitting, continue to offer computer programming.</p> <p>6. Continue to offer courses in Journalism and Yearbook.</p> <p>7. Offer Media graphics course to students</p>	<p>3. Offer the AP Capstone course to all 11th grade students and 12th grade students that took the course in 2017-18</p> <p>4. Enroll all seniors into AP Government and Politics</p> <p>5. Continue to offer introduction to programming and AP computer programming.</p> <p>6. Continue offering courses in Journalism, Yearbook and 7. 7. Media Graphics</p> <p>8. Conduct an in-depth review of the school's safety plan.</p> <p>9. Revise the plan as appropriate.</p>	<p>2. Issue periodic reports to the school Board on the status of school safety</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

Specific Grade Spans: 7-12 Electives
10-12 for AP courses

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Offer more elective courses that meet student interests, including AP courses.
1. Annually survey students to determine level of interest in electives, practical courses (that will assist students in college life) and AP courses
2. Introduce into the school's master schedule electives, practical courses, and AP courses based on student interest, staffing requirements and available classroom space

2018-19 Actions/Services

Offer more elective courses that meet student interests, including AP courses.
1. Annually survey students to determine level of interest in electives, practical courses (that will assist students in college life) and AP courses
2. Introduce into the school's master schedule electives, practical courses, and AP courses based on student interest, staffing requirements and available classroom space

2019-20 Actions/Services

Provided the availability of staffing and classroom space, offer more elective courses that meet student interests
1. Annually survey students to determine level of interest in electives, practical courses (that will assist students in college life) and AP courses
2. Introduce into the school's master schedule electives, practical courses, and AP courses provided the availability school facilities/classrooms and funding.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,500	6,000	3,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Practical courses for advisory classes	1000-1999: Certificated Personnel Salaries Practical courses for advisory classes	1000-1999: Certificated Personnel Salaries Practical courses for advisory classes including AP prep classes
Amount	12,000	12,750	25,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SAT Prep class	5800: Professional/Consulting Services And Operating Expenditures SAT Prep class	5800: Professional/Consulting Services And Operating Expenditures SAT Prep class While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students needing help and support.

Amount	60,323	67,840	73,066
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries .4 FTE for AP Capstone .4 FTE for AP Government and Politics Both courses are intended to provide greater access to AP classes for all students	1000-1999: Certificated Personnel Salaries .6 FTE for AP Capstone .4 FTE for AP Government and Politics Both courses are intended to provide greater access to AP classes for all students	1000-1999: Certificated Personnel Salaries .2 FTE for AP Capstone .4 FTE for AP Government and Politics .2 FTE Sociology elective These courses are intended to provide greater access to AP classes for students in the unduplicated count; however, other students needing to satisfy AP graduation requirements may also enroll if room permits.

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools
Specific Grade Spans: 9-12

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	New Action Modified Action
<p>2017-18 Actions/Services</p> <p>Provided funding, staffing and facilities permit, increase the number of technology courses offered to students.</p> <ol style="list-style-type: none"> 1. Create a career tech pathway involving media graphics, Journalism and yearbook production. 2. Market and fully develop the school's engineering program, Project Lead The Way 	<p>2018-19 Actions/Services</p> <p>Provided funding, staffing and facilities permit, increase the number of technology courses offered to students.</p> <ol style="list-style-type: none"> 1. Based on previous year experience, modify the career tech pathway involving media graphics, Journalism and yearbook production as appropriate 2. Continue marketing and populating the school's engineering program, Project Lead The Way 	<p>2019-20 Actions/Services</p> <p>Continue marketing and populating the school's engineering program, Project Lead The Way by providing greater exposure on campus, seeking community internships and offering the PLTW diploma (graduation diploma designation)</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,440	45,000	38,500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries .4 FTE for computer programming-courses requested by students and are consistent with the school initiative to provide more technology courses	1000-1999: Certificated Personnel Salaries .6 FTE for computer programming-courses requested by students and are consistent with the school initiative to provide more technology courses	1000-1999: Certificated Personnel Salaries .6 FTE for computer programming-courses requested by students and are consistent with the school initiative to provide more technology courses

Amount	12,972	29,800	\$18,934
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries .2 FTE Journalism teacher	1000-1999: Certificated Personnel Salaries .4 FTE Journalism teacher	1000-1999: Certificated Personnel Salaries .2 FTE Journalism teacher
Amount	24,000	60,000	\$81,675
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries .4 FTE Media Graphics course	1000-1999: Certificated Personnel Salaries 1.0 FTE Media Graphics course	1000-1999: Certificated Personnel Salaries 1.0 FTE Media Graphics course
Amount	4,000	4,250	4,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Qualtrics survey software license for perception surveys	5000-5999: Services And Other Operating Expenditures Qualtrics survey software license for perception surveys	5000-5999: Services And Other Operating Expenditures Qualtrics survey software license for perception surveys
Amount	1,000	500	500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Overtime for Career Tech pathway planning	1000-1999: Certificated Personnel Salaries Overtime for Career Tech pathway planning	1000-1999: Certificated Personnel Salaries Marketing Project Lead the Way (STEM Program) to students especially female students
Amount	1,000	500	
Source	LCFF	LCFF	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Marketing Project Lead the Way (STEM Program) to students especially female students	1000-1999: Certificated Personnel Salaries Marketing Project Lead the Way (STEM Program) to students especially female students	Not Applicable

Action 3

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

New Action

1. Contract with a safety/security consultant to conduct a school safety audit and report results to the school Board.
3. Revise the school safety plan consistent with consultant recommendations and forward to the school's liability insurance for review.
4. Revise the plan as appropriate and forward to the school Board for approval.
5. Purchase needed safety equipment including, school intercom system, video cameras, school fencing and identifiable clothing and badges for school personnel.

1. Purchase needed safety equipment identified by the Director of Business and Operations to include:
* School fencing in the 201920 school year
* 3 year phase of a school wide intercom system.

Budgeted Expenditures

Amount		2,500	1,500
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Contract with a safety/security consultant to conduct a school safety audit and write a report to be submitted to the Executive Director.	5800: Professional/Consulting Services And Operating Expenditures Safety/security consultant to visit the campus for additional recommendations and produce a report for the Executive Director.
Amount		2,000	3,500
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Produce hard copies of the safety plan for the school administration. Produce a safety handbook for every classroom.	4000-4999: Books And Supplies Revise the hard copies of the safety plan for the school administration. Revise the classroom safety handbooks.
Amount		15,000	100,000
Source		LCFF	LCFF
Budget Reference		6000-6999: Capital Outlay Purchase door security devices for all classroom doors to prevent entry in an emergency Purchase a wireless school intercom system to include speakers in all classrooms and offices Purchase software to enable campus supervisors to monitor all campus video cams.	6000-6999: Capital Outlay Purchase Security Fencing for the school campus

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

Improve Basic services to teachers and students to enhance and facilitate teaching and learning. These services are to also include training and professional development so teachers can implement strategies to support targeted disadvantaged students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Teacher Recruitment Plan

Identified Need:

Core curricular areas need updated textbooks and departments need to be able to plan when their next opportunity will come to purchase new textbooks.

The school's science labs are crowded, outdated and ill equipped. Modernization of the labs is necessary to provide quality science lab experience to our students

Students, parents and faculty cite hiring, retention and training of staff as a very high priority. The school has experienced moderate turnover of teachers in core subject areas and world language. More formal recruitment, hiring and training processes are needed to obtain and retain good teachers. Also the school has experienced growth in additional training is needed for teachers to effectively work with English learners and other disadvantaged learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Submit an annual report to the Board indicating:	1. In 2016-17, the number of textbooks purchased by course and edition totaled 350,	1. Updated inventory of textbooks	1. Updated inventory of textbooks	1. Updated teacher recruitment/selection process procedures

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> • Number of hard copy textbooks purchased by course, edition and whether on-line resources for the textbook were also purchased. • E-Textbooks purchased by course and edition. • Status of departmental textbook purchase rotation. <p>2. Number of courses/classrooms that have a class set of textbooks and a textbook, hard copy or electronic, for each student.</p> <p>3. A science lab modernization plan developed by a consultant and Director of Business and operations.</p> <p>4. Faculty and student satisfaction surveys</p>	<p>the number of courses that have textbooks and e-resources as part of the textbook was 12, and the number of courses/classrooms that have a hard copy textbook for each student and a classroom set was 6.</p> <p>2. Pictures of labs showing crowded conditions, lack of cabinetry for storing equipment and projects and student work stations ill equipped for conducting science experiments.</p> <p>3. Currently, teacher vacancies are determined in late April-mid May.</p> <p>4. UPA posts teacher vacancies in only one job board and attends only one career fair each year.</p> <p>5. It is typical, to have only about 3 credentialed and qualified candidates available from which to select for interviews. Most hiring is done in June and early July of each year.</p>	<p>2. Updated written textbook selection and purchasing procedures.</p> <p>3. Written schedule for purchasing newer editions of textbooks by department, including electronic versions and on line resources for the selected textbooks.</p> <p>4. Upgraded 2 of 5 labs</p> <p>5. Board policy and Administrative Regulation on teacher recruitment/selection process</p> <p>6. Professional Development plan for teachers</p>	<p>2. Updated written textbook selection and purchasing procedures.</p> <p>3. Written schedule for purchasing newer editions of textbooks by department, including electronic versions and on line resources for the selected textbooks.</p> <p>4. Upgraded remaining 3 science labs .</p> <p>5. A survey of the science faculty indicating 80% satisfaction with the lab facilities and a survey of students indicating that 70% of the students will report that the new facilities are useful, helpful and facilitated their learning</p> <p>6. Updated Board policy and Administrative Regulation on teacher recruitment/selection process</p> <p>7. Updated Professional Development plan for teachers to include a number of activities focusing on classroom strategies for teachers to effectively support unduplicated students.</p>	<p>2. Updated the school's Professional Development plan for teachers to include a number of activities focusing on classroom strategies for teachers and a review of the UPA Multi tiered System of Support (MTSS).</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>regarding upgraded science lab facilities indicating 80% satisfaction with the lab facilities and 70% of the students reporting that the upgraded facilities are useful, helpful and facilitated their learning</p> <p>5. Number of known vacancies by March 15, the number of job fairs attended and the number of "job boards" where vacancies posted.</p> <p>6. Total number of candidates recruited for known vacancies and the total number of hires after May of each year</p> <p>7. Number of professional growth activities participated in by new and returning teachers</p> <p>8. Number of professional development activities and training's focused on classroom strategies to support targeted disadvantaged students.</p>	<p>6. Local professional development activities and new teacher support are implemented for new teachers; however, other professional growth activities are not made available to new teachers.</p>			

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

Specific Grade Spans: 7-12

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Upgrade science lab facilities

1. Determine overall scope of improvements and which labs will be upgraded in year 1 and 2 of the project.

2018-19 Actions/Services

Continue/complete upgrading science lab facilities

1. Modify upgrades if necessary.

2019-20 Actions/Services

Upgrade Science Labs and provide professional development time for collaboration.

2. Determine budget
 3. Award bid to appropriate vendor
 4. Schedule work to be completed during student "down time."

2. Modify budget if necessary
 4. Schedule work to be completed during student "down time."

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	60,000	100,000	70,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Modifications to science labs,furniture,equipment.	6000-6999: Capital Outlay Phase 1 of 2 science lab upgrades, including student work stations.	6000-6999: Capital Outlay Upgrade the Biology and Chemistry science labs
Amount	30,000	10,000	5,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development plan to include training for teaching to EL students, Special Ed and At Risk students.	5000-5999: Services And Other Operating Expenditures Professional development plan to include training for teaching to EL students, Special Ed and At Risk students.	5000-5999: Services And Other Operating Expenditures Provide professional development and collaboration time for certificated staff on effective teaching strategies for "At Risk" students While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide
Schoolwide**Location(s):**

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

All Schools
Specific Grade Spans: 7-12**Actions/Services**

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Hire and retain quality, caring teachers and provide adequate collaboration and training time for their professional growth.

1. Determine vacancies by subject areas by March 31 of each year and recruit teachers at several job fairs and post vacancies in most frequently visited job boards
2. Select at least 3 or more applicants to interview and complete reference checks and the site visit to UPA and or lesson by May 31
3. Write a school plan for new teacher support, coaching and collaboration time

2018-19 Actions/Services

Hire and retain quality, caring teachers and provide adequate collaboration and training time for their professional growth.

1. Recruit teachers as per the plan developed in the previous year.
2. Continue offering teacher support, coaching and collaboration time for teachers
3. Review/revise as appropriate the Board policy and Administrative Regulation on teacher recruitment/selection process

2019-20 Actions/Services

Hire and retain quality, caring teachers and provide adequate collaboration and training time for their professional growth.

1. Recruit teachers as per the plan developed in the previous year.
2. Continue offering teacher support, coaching and collaboration time for teachers
3. Review/revise as appropriate the school's teacher recruitment/selection process

4. Describe the entire process of determining vacancies, recruitment, selection, hiring of teachers and professional development opportunities made available to teachers in a Board policy and Administrative Regulation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	5,300	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Fees to attend job fairs The actions are focused on recruiting the best teachers and providing them with high level professional development so they will be effective in delivering instruction to special populations.	5000-5999: Services And Other Operating Expenditures Fees to attend job fairs The actions are focused on recruiting the best teachers and providing them with high level professional development so they will be effective in delivering instruction to special populations.	5000-5999: Services And Other Operating Expenditures Fees to attend job fairs The actions are focused on recruiting the best teachers, especially with skills to teach unduplicated students and provide these new teachers with high level professional development so they will be effective in delivering instruction to special populations. While the services are targeted to teach students in the unduplicated count, these services may also be granted to other students who are considered At Risk.

Amount	25,943	40,000	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries .4 FTE for new teacher support for Core teachers of special populations	1000-1999: Certificated Personnel Salaries .6 FTE for new teacher support for Core teachers of special populations	4000-4999: Books And Supplies Purchase of teacher recruiting materials and supplies
Amount			\$106,900
Source	LCFF		LCFF
Budget Reference	4000-4999: Books And Supplies		1000-1999: Certificated Personnel Salaries 1.2 FTE for new teacher support and for coaching and mentoring of core teachers of special populations While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.
Source	LCFF		
Budget Reference	4000-4999: Books And Supplies		

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools
Specific Grade Spans: 7-12

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue purchasing updated textbooks for all classes with the following general goal of:

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 students of the textbooks if available

2018-19 Actions/Services

1. Continue purchasing a class set of hard copy texts for classrooms
2. Continue purchasing electronic versions of the text for students if available
3. Continue purchasing the electronic/on line resources for students of the textbooks if available

2019-20 Actions/Services

1. Continue purchasing a class set of hard copy texts for classrooms
2. Continue purchasing electronic versions of the text for students if available
3. Continue purchasing the electronic/on line resources for students of the textbooks if available

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	40,000	60,000	\$120,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Updated textbooks	4000-4999: Books And Supplies Purchase updated textbooks, included the purchase of books for implementation of NGSS	4000-4999: Books And Supplies Purchase updated textbooks, included the purchase of books for implementation of NGSS

Amount	20,000	21,500	\$21,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Purchase e-textbooks and on line resources	4000-4999: Books And Supplies Purchase e-textbooks and on line resources	4000-4999: Books And Supplies Purchase e-textbooks and on line resources

Action 4

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools
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Actions/Services

	New Action	Unchanged Action
	Conduct at least 3 professional development activities focusing on effective classroom strategies to support targeted disadvantaged students	Conduct at least 4 professional development activities focusing on effective classroom strategies to support English Learners and targeted disadvantaged students

Budgeted Expenditures

Amount		5,000	\$4,000
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Contracting with trainers to deliver professional development and training	5800: Professional/Consulting Services And Operating Expenditures Contracting with trainers to deliver professional development and training While the actions and services are targeted for all teachers as they all teach English Learners and other students who are considered At Risk.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 4

Improve School Climate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Due to high expectations and academic rigor, many students experience high levels of anxiety and stress. A few students have threatened to harm themselves and in some cases actually 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. Students have expressed a need for 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.

Parents, students and staff identify school-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 important school information. Parents want to be better informed of school activities and important calendar events through newsletters or bulletins.

Also a common response in student and parent perception surveys was a request for additional counseling services especially focused on college and careers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ol style="list-style-type: none"> 1. Through the use of a survey, 80% of the students using wellness services will report that the service is necessary and useful. 2. Increase the number of competitive sports programs over the baseline 3. Increase the number of days that the gym will be open during lunchtime for intramural sports 4. By the beginning of the 2nd month of school, hold a club day for student recruitment 5. 75% of 7th and 9th graders who participated in the WEB/Link Crew program will report a 70% satisfaction rate with the program. 6. Maintain a calendar listing of activities conducted during school lunch hours. 70% of the students will report that the activities have been successful. 7. In a survey administered by the counseling team, at 	<ol style="list-style-type: none"> 1. Establish 2017-18 surveys as the baseline for reporting usefulness of the wellness program 2. The current number of competitive sports program totals 9. 3. Club day is held on September 16, 2017. A total of 12 clubs participated in this event. 4. In 2016-17, 85% of the students who participated in Web Link/Crew reported that the program is successful by a rate of 70% 5. Using the 2016-17 perception survey as a baseline, measure the level of parent and student satisfaction with teacher feedback time and show an improvement of 5% each year over the baseline. 	<ol style="list-style-type: none"> 1. Expand the student wellness program by increasing the amount of wellness counseling time over the .2 FTE available in 2016-17. 2. Add one more competitive sport to the school's athletic program 3. Improve the school's lunchtime activity program by: <ul style="list-style-type: none"> • Increasing the number of days/week over the baseline to hold intramural sports • increase the number of club days over the baseline 4. Publish a set of norms that address teacher "turnaround time" for corrected homework, tests, quizzes, and other schoolwork. 	<ol style="list-style-type: none"> 1. Expand the student wellness program by increasing the amount of wellness counseling time over the .2 FTE available in 2017-18. 2. Improve the school's lunchtime activity program by: <ul style="list-style-type: none"> • Adding one more competitive sport to the school's program • Increasing the number of days/week for intramurals over 2017-18 • increasing the number of club days held per year over 2017-18 3. Publish a set of norms that address teacher "turnaround time" for corrected homework, tests, quizzes, and other schoolwork. 	<ol style="list-style-type: none"> 1. Increase enrollment in the course for at risk students, Raising Expectations & Honor by 20% over the 2018-19 school year. 2. Improve the school's lunchtime activity program by: <ul style="list-style-type: none"> • increase by 50% the number intramural sports activity days <p>* Maintain the number of club days as in school year 2018-19.</p> 3. By the start of 20-19-20, publish a set of norms that address teacher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>least 65% of the 11th and 12th grade students will respond favorably about the school's college and career counseling services.</p>		<p>5. Publish the school's weekly newsletter and add students to the circulation.</p> <p>6. Maintain the school's new website and make improvements based on feedback from Lead Teachers, ASB student officers and the Executive Director's Advisory Council.</p>	<p>4. Publish the school's weekly newsletter and add students to the circulation.</p> <p>5. Maintain the school's new website and make improvements based on feedback from Lead Teachers, ASB student officers and the Executive Director's Advisory Council.</p> <p>6. Increase the 12th grade counseling time</p> <p>7. Document counseling services for 12 th grade students.</p> <p>8. Hold periodic meetings with parents to deliver services as outlined in # 7 above</p>	<p>"turnaround time" for corrected homework, tests, quizzes, and other schoolwork.</p> <p>4. Increase the 12th grade counseling time.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

LEA-wide
Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
Specific Grade Spans: 7-12
[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1. Maintain and expand the student wellness program by adding 20% more counseling time (total of .2 FTE)
2. Staff the media center up to 5:00 PM, enabling students to be tutored, conduct research or wait for their parents.
3. Expand competitive sports program by adding soccer and/or cross country running to the sports program.
4. Expand the school's lunchtime activities program to include club recruitment days, carnival days and Intramural sports 3 days / week

2018-19 Actions/Services

1. Maintain and expand the student wellness program by adding 20% more counseling time (total of .4 FTE)
2. Staff the media center up to 5:00 PM, enabling students to be tutored, conduct research or wait for their parents.
3. Expand competitive sports program to include soccer and cross country running.
4. Maintain the school's lunchtime activities program to include club recruitment days, carnival days and Intramural sports 3 days / week

2019-20 Actions/Services

1. Maintain the student wellness program hours of service as in school year 2018-19.
2. Continue student support /safety staffing up to 5:00 PM each day
3. Maintain the school's lunchtime activities program to include club recruitment days, carnival days and Intramural sports 3 days / week

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000	30,000	\$31,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Wellness counselor While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.	1000-1999: Certificated Personnel Salaries Wellness counselor While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.	1000-1999: Certificated Personnel Salaries Wellness counselor While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.
Amount	21,504	22,000	\$32,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Staff the media center for tutoring, student research, college and career information. This service is targeted to special populations; however the services may also be granted to other students needing help and support.	2000-2999: Classified Personnel Salaries Staff the media center for tutoring, student research, college and career information. This service is targeted to special populations; however the services may also be granted to other students needing help and support.	2000-2999: Classified Personnel Salaries Staff the media center, 8 hours each day for tutoring, student research, college and career information. While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk or need tutoring to pass their classes.

Amount	15,000		\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Add one more competitive sport to the schools athletic program	0000: Unrestricted	5800: Professional/Consulting Services And Operating Expenditures Increase enrollment in the course Raising Expectations and Honor by 20% over the 2018- 19 This services are targeted to students in the unduplicated count, but may also include a few students who are considered At Risk.
Amount	5,000	15,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Materials, supplies and equipment for lunchtime activities	4000-4999: Books And Supplies Materials, supplies and equipment for lunchtime activities	4000-4999: Books And Supplies Extra time for certificated staff supervising intra mural sports activities during lunchtime.

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Grade Spans: 7-12
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
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2017-18 Actions/Services

1. Expand the Web/Link Crew student peer mentor program to include 90% of the 7th and 9th grade students
2. Provide information and training to all staff on the Web/Link Crew program

2018-19 Actions/Services

1. Expand the Web/Link Crew student peer mentor program to include 95% of the 7th and 9th grade students
2. Continue to provide training to all staff on the Web/Link Crew program

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,097	12,000	0
Source	LCFF	LCFF	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Web/Link Crew (peer student mentoring) certificated stipends for staff	1000-1999: Certificated Personnel Salaries Web/Link Crew (peer student mentoring) certificated stipends for staff	Not Applicable Web/Link Crew student peer mentor program now in its 5th year of operation at the school. Will no longer list as an action as it is fully implemented.

Amount	7,500	6,000	\$ 4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Web/Link Crew (peer student mentoring) training for staff	5800: Professional/Consulting Services And Operating Expenditures Web/Link Crew (peer student mentoring) training for staff	1000-1999: Certificated Personnel Salaries Web/Link Crew (peer student mentoring) training for new staff that will be joining the team as advisors.

Action 3

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Grade Spans: 7-12
[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

LEA-wide
Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Form a staff committee to develop school norms regarding "turnaround time" for feedback to students on assignments, homework, quizzes and tests.
 2. Develop a Board policy and Administrative Regulation on teacher "turn-around-time" of tests, quizzes, homework. etc to students.

1. Review/revise school norms regarding "turnaround time" for feedback to students on assignments, homework, quizzes and tests.
 2. Revise if necessary, the Board policy and Administrative Regulation on teacher "turn-around-time" of tests, quizzes, homework. etc to students.

1. Review/revise school norms regarding "turnaround time" for feedback to students on assignments, homework, quizzes and tests.
 2. Revise if necessary, the teacher recruitment procedures

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	\$1,200
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Summer workshop time for a team of teachers to develop norms

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
 Foster Youth
 Low Income

Scope of Services:

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

LEA-wide
 Schoolwide

Location(s):

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

All Schools
 Specific Grade Spans: 7-12

Actions/Services

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

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

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

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Improve school to home communications
 1. Publish a weekly newsletter and email to parents and students at the beginning of each week
 2. Obtain feedback and suggestions from students, parents and staff on improving the school's website
 3. Conduct Grade level meetings of students and parents
 4. Develop and Implement a parent Institute to address pertinent topics designed to inform parents about the school and how they can assist in the school in the education of their student

2018-19 Actions/Services

Improve school to home communications
 1. Continue publishing a weekly newsletter and email to parents and students at the beginning of each week
 2. Obtain feedback and suggestions from students, parents and staff on improving the school's website
 3. Continue to conduct grade level meetings of students and parents
 4. Continue and expand the parent Institute

2019-20 Actions/Services

Improve school to home communications by expanding the UPA parent Institute

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	6,000	
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Revise/maintain school website for better communication to parents	5000-5999: Services And Other Operating Expenditures Revise/maintain school website for better communication to parents	Not Applicable

Amount	5,000	3,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting services for Parent Institute This institute is intended for parents of special populations. However, we would not turn away any parent that wishes to attend.	5000-5999: Services And Other Operating Expenditures Consulting services for Parent Institute This institute is intended for parents of special populations. However, we would not turn away any parent that wishes to attend.	1000-1999: Certificated Personnel Salaries Extra time for certificated staff to conduct the Parent University and to provide translating services. This institute is intended for parents of students in the unduplicated count; however, the school will not deny this parent training program to any parent needing help and support for their student.

Action 5

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools
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Actions/Services

		Modified Action
	1. Increase 12th grade counseling time by .2 FTE 2. Produce a document that will outline counseling services at all grade levels. Share the document with Board for approval and share with parents.	1. Increase counseling time to be implemented at the high school level. The increased counseling time is to be implemented at the 11th and 12th grades and also to track and monitor UPA students who have enrolled in a community college instead of a 4 year college and university.

	<p>3. Hold at least three 11th and 12 th grade level meetings (evening meetings with students an parents).</p> <p>4. Administer a survey to students to determine the level of satisfaction with the 11th and 12th grade counseling program</p>	<p>2. Revise as appropriate the document outlining counseling services at all grade levels. Share the document with Board for approval and share with parents.</p> <p>3. Hold at least two 11th and 12th grade level meetings (evening meetings with students and parents).</p> <p>4. Conduct focus group meetings with students to determine the level of satisfaction with the 11th and 12th grade counseling program</p>
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Budgeted Expenditures

Amount		18,000	\$20,000
Source		LCFF	LCFF
Budget Reference		<p>1000-1999: Certificated Personnel Salaries Increase counseling services, especially monitoring students in their 1st year of community college</p>	<p>1000-1999: Certificated Personnel Salaries Increase counseling services by .2 FTE. The increased counseling time is to be implemented at the 11th and 12th grades and also to track and monitor UPA students who have enrolled in a community college (13th Grade) instead of a 4 year college and university.</p>

Amount		4,000	\$2,500
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Extra time compensation for counselors and support staff to hold grade level meetings with parents	1000-1999: Certificated Personnel Salaries Extra time compensation for counselors and support staff to hold grade level meetings with parents. The grade level counseling meetings are focused on parents of students in the unduplicated count; however, the school will not prevent any parent who wishes to attend.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Develop a plan to fully implement the new Next Generation Science Standards by 2019-20 (NGSS).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

UPA needs to update its science curriculum to align with state adopted NGSS standards, which research supports is a more effective approach to teaching and learning science. NGSS represents a pedagogical shift to students practicing science rather than learning about science knowledge. NGSS supports student application and discovery of accepted concepts to explain natural occurring phenomena.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ol style="list-style-type: none"> 1. In 2017-18 the science department was using the older science standards. 2. The Science Department has attended NGSS "roll out" training 3. The Science Department meets on some mornings to 		Create the NGSS implementation action plan and implement year 1	Complete year 2 of the action plan leading to full implementation.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	review and apply best practices 4. A common lesson plan format has been adopted with hyperlinks that enables teachers to build lesson plans in a step by step manner with performance expectations by grade level and science area.			

Planned Actions / Services

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

Action 1

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

		Unchanged Action
	1. Appoint an NGSS Implementation Team	

2. Administration & Implementation Team assess current school capacity to implement NGSS

3. Implementation Team to develop an action plan and begin implementing year

1. The action plan is to include:

- A) Scheduling department dates throughout 2018-19 to address major steps of the action plan
- B) Conducting NGSS curriculum research
- C) Revising science curriculum maps
- D) Revising course pacing guides
- E) Rewriting course descriptions

4. Professional development (PD) coordinator and Implementation Team design NGSS implementation PD activities

5. Administration & Implementation Team develop informational resources for parents

6. Science Department and administration meet with publishing representatives to determine and select instructional materials.

7. Science Department to determine assessments to be used

8. Administration & Science Department design a department achievement dashboard

1. Implement year 2 of the NGSS action plan:

- A) Schedule department dates throughout 2019-20 to address major steps of the action plan
- B) Conducting NGSS curriculum research
- C) Reviewing and revising science curriculum maps and pacing guides based on previous years experience
- E) Review and rewrite course descriptions based on previous years experience

2. PD coordinator and Science team design NGSS implementation PD activities for year 2

3. Science Department to determine additional instructional materials needs and assessments over year 1

4. Administration & Science Department review/revise the science department achievement dashboard

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Budgeted Expenditures

Amount		12,000	\$10,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Certificated extra time for summer workshops and collaboration during the school year	1000-1999: Certificated Personnel Salaries Certificated extra time for summer workshops and collaboration during the school year

Action 2

All	
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$271,735

Percentage to Increase or Improve Services

4.42%

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

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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$250,786

Percentage to Increase or Improve Services

4.27%

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

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

See expenditure summaries

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$175,823

3.37%

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

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

See attached expenditure summaries

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

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

(e) “Expulsion rate” shall be calculated as follows:

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	719,725.00	746,253.00	479,109.90	719,725.00	1,096,802.00	2,295,636.90
	0.00	50,200.00	0.00	0.00	0.00	0.00
Governors CTE Initiative: California Partnership Academies	0.00	56,458.00	0.00	0.00	0.00	0.00
LCFF	719,725.00	639,595.00	479,109.90	719,725.00	1,075,302.00	2,274,136.90
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	21,500.00	21,500.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	719,725.00	746,253.00	479,109.90	719,725.00	1,096,802.00	2,295,636.90
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	379,425.00	495,663.00	241,636.90	379,425.00	629,502.00	1,250,563.90
2000-2999: Classified Personnel Salaries	27,700.00	26,400.00	26,880.00	27,700.00	35,000.00	89,580.00
4000-4999: Books And Supplies	111,800.00	149,724.00	75,593.00	111,800.00	189,800.00	377,193.00
5000-5999: Services And Other Operating Expenditures	28,550.00	44,738.00	104,000.00	28,550.00	11,500.00	144,050.00
5800: Professional/Consulting Services And Operating Expenditures	57,250.00	29,728.00	31,000.00	57,250.00	61,000.00	149,250.00
6000-6999: Capital Outlay	115,000.00	0.00	0.00	115,000.00	170,000.00	285,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	719,725.00	746,253.00	479,109.90	719,725.00	1,096,802.00	2,295,636.90
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	379,425.00	495,663.00	241,636.90	379,425.00	611,002.00	1,232,063.90
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	18,500.00	18,500.00
2000-2999: Classified Personnel Salaries	LCFF	27,700.00	26,400.00	26,880.00	27,700.00	32,000.00	86,580.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	3,000.00	3,000.00
4000-4999: Books And Supplies		0.00	50,200.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Governors CTE Initiative: California Partnership Academies	0.00	52,889.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	111,800.00	46,635.00	75,593.00	111,800.00	189,800.00	377,193.00
5000-5999: Services And Other Operating Expenditures	Governors CTE Initiative: California Partnership Academies	0.00	3,569.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	28,550.00	41,169.00	104,000.00	28,550.00	11,500.00	144,050.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	57,250.00	29,728.00	31,000.00	57,250.00	61,000.00	149,250.00
6000-6999: Capital Outlay	LCFF	115,000.00	0.00	0.00	115,000.00	170,000.00	285,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	103,785.00	122,088.00	52,830.90	103,785.00	282,027.00	438,642.90
Goal 2	246,140.00	281,900.00	148,235.00	246,140.00	350,175.00	744,550.00
Goal 3	241,800.00	198,872.00	180,943.00	241,800.00	330,900.00	753,643.00
Goal 4	116,000.00	134,030.00	97,101.00	116,000.00	123,700.00	336,801.00
Goal 5	12,000.00	9,363.00	0.00	12,000.00	10,000.00	22,000.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
656	27.3%	5.5%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	5.5%
Socioeconomically Disadvantaged	179	27.3%
Students with Disabilities	14	2.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	58	8.8%
Asian	263	40.1%
Filipino	36	5.5%
Hispanic	189	28.8%
Two or More Races	9	1.4%
Pacific Islander	1	0.2%
White	100	15.2%








Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Blue</p>	<p>Graduation Rate</p>  <p>Blue</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Blue</p>	<p>Chronic Absenteeism</p>  <p>Blue</p>	
<p>English Learner Progress</p>  <p>No Performance Color</p>		
<p>College/Career</p>  <p>Blue</p>		

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 81.5 points above standard Increased 11.5 points 321 students	<p>English Learners</p>  Yellow 3.8 points below standard Increased 15.8 points 45 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 29.1 points above standard Declined -8 points 82 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 55.1 points above standard Increased 10.3 points 31 students	 No Performance Color 0 Students	 Blue 109 points above standard Increased 9.3 points 131 students	 No Performance Color 85 points above standard Declined -12 points 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.4 points above standard Increased 7.9 points 91 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 132.6 points above standard Increased 24.2 points 43 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
29.1 points below standard Increased 49.7 points 23 students	21.9 points above standard Maintained 2.8 points 22 students	93.5 points above standard Increased 9.4 points 171 students

Conclusions based on this data:

- 1.

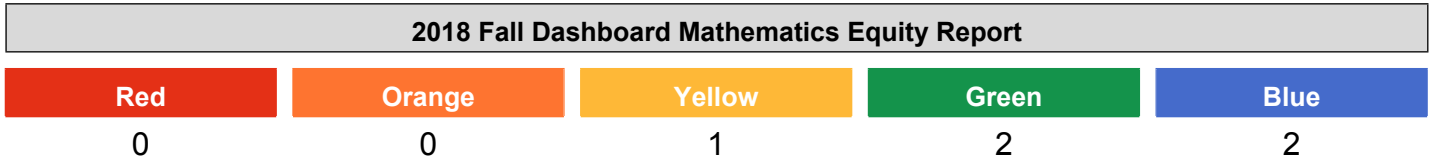
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 53.2 points above standard Increased 8.1 points 321 students	<p>English Learners</p>  Green 43.6 points below standard Increased 9.8 points 46 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 10.7 points below standard Maintained -1.6 points 81 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 20.2 points above standard Declined -37.9 points 31 students	 No Performance Color 0 Students	 Blue 111 points above standard Increased 16.5 points 131 students	 No Performance Color 33.1 points above standard Declined -42.1 points 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 35.1 points below standard Increased 12.2 points 90 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 88.5 points above standard Increased 7.6 points 44 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.2 points below standard Increased 36.4 points 24 students	11.4 points below standard Increased 5.3 points 22 students	62.1 points above standard Increased 4.2 points 170 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
19	31.6%	57.9%	10.5%	

Conclusions based on this data:

1.

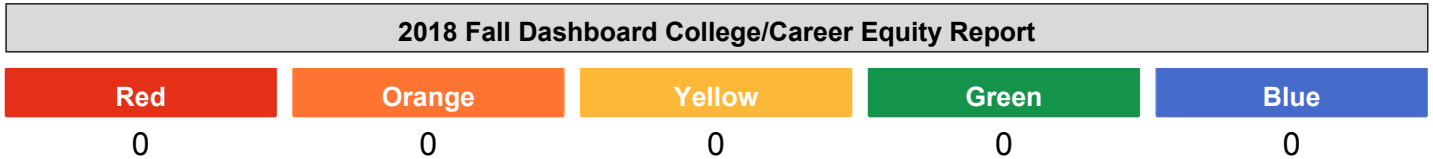
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>86.2% prepared</p> <p>Increased 7.1%</p> <p>87 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>73.7% prepared</p> <p>Increased 21.1%</p> <p>19 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color 87.1% prepared Increased 10.2% 31 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 73.9% prepared Declined -4.7% 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 100% prepared Increased 11.1% 17 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
92% Prepared	79.1 Prepared	86.2 Prepared
1.1% Approaching Prepared	14 Approaching Prepared	13.8 Approaching Prepared
6.8% Not Prepared	7 Not Prepared	0 Not Prepared

Conclusions based on this data:

- 1.

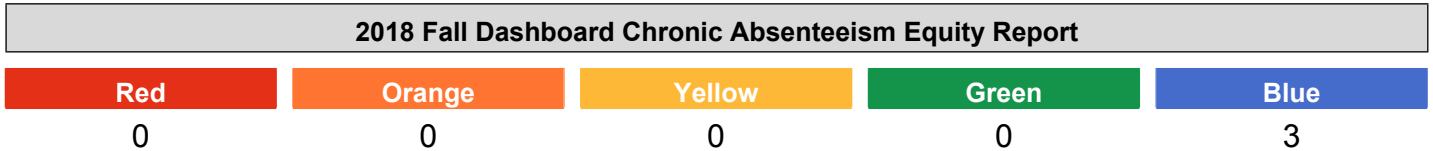
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0% chronically absent</p> <p>Declined 1.4%</p> <p>235 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0% chronically absent</p> <p>Maintained 0%</p> <p>23 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% chronically absent</p> <p>Maintained 0%</p> <p>78 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% chronically absent Maintained 0% 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 0% chronically absent Declined 1.1% 95 students	 No Performance Color 0% chronically absent 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% chronically absent Maintained 0% 77 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0% chronically absent Declined 5.9% 25 students

Conclusions based on this data:

- 1.

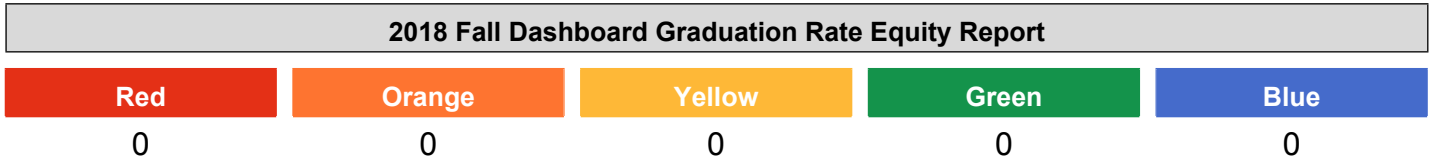
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 100% graduated Increased +7% 87 students	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 100% graduated Increased +21.1% 19 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color 100% graduated Increased +3.8% 31 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 100% graduated Increased +7.1% 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 100% graduated Increased +5.6% 17 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
93% graduated	100% graduated

Conclusions based on this data:

- 1.

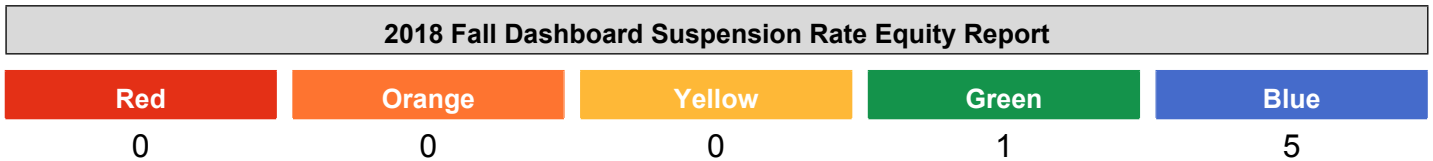
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.3% suspended at least once Maintained -0.2% 667 students	<p>English Learners</p>  No Performance Color 0% suspended at least once Maintained 0% 36 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Blue 0.5% suspended at least once Maintained -0.2% 187 students	<p>Students with Disabilities</p>  No Performance Color 0% suspended at least once Maintained 0% 14 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>58 students</p>	 <p>No Performance Color</p> <p>0 Students</p>	 <p>Green</p> <p>0.4% suspended at least once</p> <p>Increased 0.4%</p> <p>264 students</p>	 <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>37 students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Blue</p> <p>0.5% suspended at least once</p> <p>Declined -0.6%</p> <p>195 students</p>	 <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>11 students</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data for 1 students</p>	 <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -0.9%</p> <p>101 students</p>

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0.5% suspended at least once	0.3% suspended at least once

Conclusions based on this data:

- 1.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

University Preparatory Academy Charter

CDS Code:

43 10439 0113431

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

University Preparatory Academy does not receive any funding from Title I, Part A & D
University Preparatory Academy does not receive any funding from Title II, Part A
University Preparatory Academy does not receive any funding from Title III, Part A
University Preparatory Academy does not receive any funding from Title IV, Part A

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part A

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part A

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part A

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title I, Part D

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title II, A

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title II, A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title II, A

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title III, Part A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title III, Part A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title III, Part A

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title III, Part A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

University Preparatory Academy does not receive any funding from Title IV, Part A