

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Students, parents, and staff were surveyed in 2015-2016, School Climate Survey	Stakeholder input led to additional course offerings and instructional materials, and increased academic and student support services.
Annual Update: Multiple measures of data, including the Climate Survey & Parent-Teacher Conferences, reflect involvement of stakeholders in LCAP outcomes.	Annual Update: In 2015-2016, the school followed the LCAP plan. Input from stakeholders and multiple measures assisted in LCAP revisions.

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in

the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Identified underachieving students will have access to resources and remediation.	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Identify and support underachieving students		
Goal Applies to:	Schools:	U-Prep	
	Applicable Pupil Subgroups:	All Students	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Multiple measures (e.g. selected diagnostic instruments, PSAT, state assessments) will be used to identify students who may be eligible for additional academic support services, including math and reading interventions and counseling. Identified underachieving students will receive additional support and remediation resulting in greater academic achievement.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase diagnostic instrument to assist in the determination of students needing remediation for academic skills	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5,000.00 Diagnostic Instrument
Allocate sections in the Master Schedule to address reading and math remediation needs	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	45,000.00 Cost of Sections for Math and Reading Labs 1000.00 Instructional resources for math and reading

Provide staff development in training of selected diagnostic instrument, test/data interpretation, and curriculum planning and instructional practices	Charter-wide	<input type="checkbox"/> _ALL	2,000.00
		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Re-designated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Professional Development

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Multiple measures (e.g. selected diagnostic instruments, PSAT, state assessments) will be used to identify students who may be eligible for additional academic support services, including math and reading interventions and counseling. Identified underachieving students will receive additional support and remediation resulting in greater academic achievement.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase diagnostic instrument to assist in the determination of students needing remediation for academic skills	Charter-wide	<input checked="" type="checkbox"/> _ALL	5,000.00
		OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Re-designated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Diagnostic Instrument
Allocate sections in the Master Schedule to address reading and math remediation needs	Charter-wide	<input type="checkbox"/> _ALL	45,000.00
		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Re-designated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Cost of Sections for Math and Reading Labs 1,000.00 Instructional resources for math and reading
Provide staff development in training of selected diagnostic instrument, test/data interpretation, and curriculum planning and instructional practices	Charter-wide	<input type="checkbox"/> _ALL	2,000.00
		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Re-designated fluent English proficient	Professional Development

__ Other Subgroups:(Specify)_____

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>Multiple measures (e.g. selected diagnostic instruments, PSAT, state assessments) will be used to identify students who may be eligible for additional academic support services, including math and reading interventions and counseling.</p> <p>Identified underachieving students will receive additional support and remediation resulting in greater academic achievement.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Purchase diagnostic instrument to assist in the determination of students needing remediation for academic skills</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>5,000.00 Diagnostic Instrument</p>
<p>Allocate sections in the Master Schedule to address reading and math remediation needs</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>45,000.00 Cost of Sections for Math and Reading Labs 1,000.00 Instructional resources for math and reading</p>
<p>Provide staff development in training of selected diagnostic instrument, test/data interpretation, and curriculum planning and instructional practices</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>2,000.00 Professional Development</p>

GOAL:	Students will be immersed in rigorous academics and meaningful extra-curricular activities and supported close-knit community of teacher/advisors, which will enable them to choose any course of post-secondary education.		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Enhance university level preparation in fine arts, literature, languages, history, math, science, and philosophy. Expand opportunities for students to achieve their leadership and academic potential.		
Goal Applies to:	Schools:	U-Prep	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	Increase the number of graduates who are A-G eligible Increase the number of graduates enrolled in a post-secondary institution Increase in the Early Assessment Program results for College English and Math (baseline Spring 2015 CAASPP) Increase in the number of 11 th grade students taking the SAT or ACT who meet or exceed the College Readiness benchmarks Increase in the number of students earning dual enrollment credit The School Climate Survey will show that more than 90% of the students feel safe and welcome, are aware of academic support services, and access extra or co-curricular leadership opportunities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer dual enrollment options for students (embed and overlap with AP offerings taught by U-Prep staff); develop a pathway for students to earn their AA degree concurrent with high school graduation and/or become IGETC certified. Summer School for course remediation, opportunity to recover A-G eligibility Utilize Naviance as a tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions (6 th -12 th grades)	Charter-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	20,000.00 IGETC Stipends 15,000.00 Summer School Program 8,000.00 Naviance
Increase opportunities for students to be better prepared for Advanced Placement courses and testing through; Professional Development for AP Teachers	Charter-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient	8,000.00 Annual College Board AP trainings

<p>AP Test Prep</p> <p>AP Retreat</p> <p>AP Summer Transition Program</p>		<p><u>Other Subgroups:(Specify)</u>_____</p>	<p>3,000.00 Annual Learnerator License</p> <p>6,500.00 AP Retreat</p> <p>3,000.00 AP Summer Transition Program</p>
<p>Increase and support opportunities for students to access test preparation for the SAT and ACT</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u> <u>Re-designated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u>_____</p>	<p>5,000.00</p> <p>Purchase and administration of the PSAT for all 8th, 10th. and 11th grade students</p> <p>2,500.00 SAT/ACT Test Preparation workshops</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain additional Counselor added in 2015-2016 for continued academic and student support services	Charter-wide	ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	90,000.00 1 FTE counseling position
Provide updated annual counselor training for Naviance, and UC/CSU requirements as well as on-going national, regional, and local trainings.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5,000.00 Counselor Conference and Training
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Increase the number of graduates who are A-G eligible Increase the number of graduates enrolled in a post-secondary institution Increase in the Early Assessment Program results for College English and Math (baseline Spring 2015 CAASPP) Increase in the number of 11 th grade students taking the SAT or ACT who meet or exceed the College Readiness benchmarks Increase in the number of students earning dual enrollment credit The School Climate Survey will show that more than 90% of the students feel safe and welcome, are aware of academic support services, and access extra or co-curricular leadership opportunities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer dual enrollment options for students (embed and overlap with AP offerings taught by U-Prep staff); develop a pathway for students to earn their AA degree concurrent with high school graduation and/or become IGETC certified. Summer School for course remediation, opportunity to recover A-G eligibility	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	30,000.00 IGETC Stipends 15,000.00 Summer School Program

<p>Utilize Naviance as a tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions (6th-12th grades)</p>			<p>8,000.00 Naviance</p>
<p>Increase opportunities for students to be better prepared for Advanced Placement courses and testing through;</p> <p>Professional Development for AP Teachers</p> <p>AP Test Prep</p> <p>AP Retreat</p> <p>AP Summer Transition Program</p>	<p>Charter-wide</p>	<p><u>X</u>ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>8,000.00 Annual College Board AP trainings</p> <p>3,000.00 Annual Learnerator License</p> <p>6,500.00 AP Retreat</p> <p>3,000.00 AP Summer Transition Program</p>
<p>Increase and support opportunities for students to access test preparation for the SAT and ACT</p>	<p>Charter-wide</p>	<p><u>X</u>ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>5,000.00</p> <p>Purchase and administration of the PSAT for all 8th, 10th, and 11th grade students</p> <p>2,500.00 SAT/ACT Test</p>

			Preparation workshops
Maintain additional Counselor added in 2015-2016 for continued academic and student support services	Charter-wide	ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	90,000.00 1 FTE counseling position
Provide updated annual counselor training for Naviance, and UC/CSU requirements as well as on-going national, regional, and local trainings.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5,000.00 Counselor Conference and Training

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase the number of graduates who are A-G eligible Increase the number of graduates enrolled in a post-secondary institution Increase in the Early Assessment Program results for College English and Math (baseline Spring 2015 CAASPP) Increase in the number of 11 th grade students taking the SAT or ACT who meet or exceed the College Readiness benchmarks Increase in the number of students earning dual enrollment credit The School Climate Survey will show that more than 90% of the students feel safe and welcome, are aware of academic support services, and access extra or co-curricular leadership opportunities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer dual enrollment options for students (embed and overlap with AP offerings taught by U-Prep staff); develop a pathway for students to earn their AA degree concurrent with high school graduation and/or become IGETC certified.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	35,000.00 IGETC Stipends
Summer School for course remediation, opportunity to recover A-G eligibility			15,000.00 Summer School Program

<p>Utilize Naviance as a tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions (6th-12th grades)</p>			<p>8,000.00 Naviance</p>
<p>Increase opportunities for students to be better prepared for Advanced Placement courses and testing through;</p> <p>Professional Development for AP Teachers</p> <p>AP Test Prep</p> <p>AP Retreat</p> <p>AP Summer Transition Program</p>	<p>Charter-wide</p>	<p><u>X</u>ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners</p> <p><input type="checkbox"/>Foster Youth <input type="checkbox"/>Re-designated fluent English proficient</p> <p><input type="checkbox"/>Other Subgroups: (Specify)_____</p>	<p>8,000.00 Annual College Board AP trainings</p> <p>3,000.00 Annual Learnerator License</p> <p>6,500.00 AP Retreat</p> <p>3,000.00 AP Summer Transition Program</p>
<p>Increase and support opportunities for students to access test preparation for the SAT and ACT</p>	<p>Charter-wide</p>	<p><u>X</u>ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners</p> <p><input type="checkbox"/>Foster Youth <input type="checkbox"/>Re-designated fluent English proficient</p> <p><input type="checkbox"/>Other Subgroups: (Specify)_____</p>	<p>5,000.00</p> <p>Purchase and administration of the PSAT for all 8th, 10th, and 11th grade students</p>

<p>Maintain additional Counselor added in 2015-2016 for continued academic and student support services</p> <p>Provide updated annual counselor training for Naviance, and UC/CSU requirements as well as on-going national, regional, and local trainings.</p>	<p>Charter-wide</p>	<p>ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> <p>X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>2,500.00 SAT/ACT Test Preparation workshops</p> <p>90,000.00 1 FTE Counseling position</p> <p>5,000.00 Counselor Conference and Training</p>
<p>GOAL:</p>	<p>Through a model of continuous improvement, an effective and academically rigorous program will meet the needs of all students</p>		<p>Related State and/or Local Priorities: 1X 2X 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Address areas of growth as reflected in multiple measures of student and programmatic performance (e.g. state assessment performance of individual students and broad content area outcomes).</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>University Preparatory School</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2016-2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Improved academic performance (e.g. CAASSP, AP, Latin, academic grades, climate survey, utilization of academic support services)</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Enhance learning opportunities through accessibility to the 21st Century Classroom; utilization of technology as a tool for learning in a global community</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p>	<p>60,000.00</p> <p>Google Chromebooks</p>

		__ Other Subgroups:(Specify) _____	and MAC lab
Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program	Charter-wide	<u>X</u> ALL	250,000.00
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify) _____	Textbooks and resources
Provide staff with on-going training and collaboration; identified areas of focus will be aligned with the school mission and data outcomes	Charter-wide	<u>X</u> ALL	16,000.00
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify) _____	Professional Development

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Improved academic performance (e.g. CAASSP, AP, Latin, academic grades, climate survey, utilization of academic support services)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enhance learning opportunities through accessibility to the 21 st Century Classroom; utilization of technology as a tool for learning in a global community	Charter-wide	<u>X</u> ALL	50,000.00
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify) _____	Technology Replacement
Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program	Charter-wide	<u>X</u> ALL	250,000.00
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify) _____	Textbooks and resources
Provide staff with on-going training and collaboration; identified areas of focus will be aligned with the school mission and data outcomes	Charter-wide	<u>X</u> ALL	16,000.00
		OR: __ Low Income pupils __ English Learners	Professional Development

Foster Youth Re-designated fluent English proficient
 Other Subgroups: (Specify) _____

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Improved academic performance (e.g. CAASSP, AP, Latin, academic grades, climate survey, utilization of academic support services)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enhance learning opportunities through accessibility to the 21 st Century Classroom; utilization of technology as a tool for learning in a global community	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	30,000.00 Technology Replacement
Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	250,000.00 Textbooks and resources
Provide staff with on-going training and collaboration; identified areas of focus will be aligned with the school mission and data outcomes	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	16,000.00 Professional Development
GOAL:	Provide opportunities for staff, student, parent, and community participation in activities that support a positive school culture and climate.		Related State and/or Local Priorities: 1_ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase opportunities to further develop the school culture and enhance the school climate through stakeholder engagement		
Goal Applies to:	Schools:	University Preparatory School	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	The Master Schedule, athletic programs, and student activities will reflect increased opportunities to engage students in meaningful development of their school and community.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase partnerships between community organizations and leaders and students/programs. Partnerships will result in enhanced and new opportunities for student application of learning and personal leadership development.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	16,000.00 Senior Service 1,000.00 Career Day 20,000.00 Marketing
Employees are engaged in identified student customer centered practices that facilitate a culture of continuous learning and growing. These practices enhance the “close-knit community” environment (ASAP/Advisory)	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	15,000.00 Professional Development – Growth Mindset
Student recognition for achievement and character development in academics, arts, athletics, and activities.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re--designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	5,000.00 Incentives and student recognition

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	The Master Schedule, athletic programs, and student activities will reflect increased opportunities to engage students in meaningful development of their school and community.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase partnerships between community organizations	Charter-	<input checked="" type="checkbox"/> ALL	16,000.00

and leaders and students/programs. Partnerships will result in enhanced and new opportunities for student application of learning and personal leadership development.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Senior Service 1,000.00 Career Day 20,000.00 Marketing
Employees are engaged in identified student customer centered practices that facilitate a culture of continuous learning and growing. These practices enhance the “close-knit community” environment (ASAP/Advisory)	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	15,000.00 Professional Development – Growth Mindset
Student recognition for achievement and character development in academics, arts, athletics, and activities.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5,000.00 Incentives and student recognition

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	The Master Schedule, athletic programs, and student activities will reflect increased opportunities to engage students in meaningful development of their school and community.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase partnerships between community organizations and leaders and students/programs. Partnerships will result in enhanced and new opportunities for student application of learning and personal leadership development.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	16,000.00 Senior Service 1,000.00 Career Day 20,000.00 Marketing

<p>Employees are engaged in identified student customer centered practices that facilitate a culture of continuous learning and growing. These practices enhance the “close-knit community” environment (ASAP/Advisory)</p> <p>Student recognition for achievement and character development in academics, arts, athletics, and activities.</p>	<p>Charter-wide</p>	<p><u>X</u>ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>15,000.00</p> <p>Professional Development – Growth Mindset</p> <p>5,000.00</p> <p>Incentives and student recognition</p>
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Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Increase Campus Safety and provide safety training for students and staff.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	University Preparatory School		
	Applicable Pupil Subgroups:	All Student Groups		
Expected Annual Measurable Outcomes:	Survey data will show staff, parents and students will feel safer on campus and more prepared in the event of a crisis situation. Metric Student, parent, and staff surveys		Actual Annual Measurable Outcomes:	Spring 2016 survey data indicates that 98% of students feel safe on campus; parent and staff survey input was discussed in the School Safety Committee with action taken to improve safety measures on campus.
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide staff opportunities for safety training and collaboration for the purpose of updating the comprehensive safety plan and creating a crisis response plan	\$2,000.00 Sub Cost for Safety Committee \$2,000.00 Printed Materials and campus safety publications	Surveillance Camera upgrade Safety Committee Professional Development 4 Additional handheld radios for administration including repeater service Identification shirts for security staff Principalm Software License Student Safety Supervisor	\$ 7,406.84 \$ 175.00 \$ 3,093.24 \$ 81.43 \$ 903.28 \$20,000.00	
Scope of service:	Charter-wide		Scope of service:	Charter-wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Work with community agencies including law enforcement to ensure staff and student preparedness for various crises on campus</p>	<p>\$1,500.00</p> <p>Professional Development</p>	<p>Comprehensive safety plan was reviewed by the Redding Police Department School Resource Officer for evaluation.</p>	<p>No cost</p>
<p>Scope of service: Charter-wide</p>		<p>Scope of service: Charter-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through collaboration with administration, faculty, and staff; a comprehensive safety plan was developed and implemented during the 2015-2016 school year. The Redding Police Department through their School Resource Officer reviewed the plan and provided input into areas of needed support.</p> <p>Administration will annually review and update, as needed, the comprehensive safety plan developed and implemented in 2015-2016. Security enhancements including camera and communication equipment and the Student Safety Supervisor position will continue to be maintained as a priority under school climate.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Identified underachieving students will have access to resources and remediation.		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: University Preparatory School Applicable Pupil Subgroups:	Low Income Pupils, English Learners, Foster Youth, Re-designated fluent English proficient		
Expected Annual Measurable Outcomes:	<p>Early diagnostic testing in reading and math will result immediate intervention.</p> <p>Identified underachieving students will receive additional support and remediation resulting in greater academic achievement.</p> <p><u>Metrics</u> Pre and Post Diagnostic Testing Academic Pass Rate State Mandated Assessments</p>	Actual Annual Measurable Outcomes:	<p>Diagnostic testing of all students in grades six through eight resulted in priority placement for identified students. Reading and math instruction was provided in Lab classes. Students reading more than two years below grade level in grades 7 and 8 were moved into the Reading Lab class. Students performing more than two grade levels below grade level grades 6, 7, & 8 were enrolled in Math Lab. SBAC testing results were analyzed in the fall to further accurate placement. Academic performance was monitored by school counselors; additional resources, such as, peer tutoring and individual meetings with counselors were used to support students in achieving successful outcomes.</p>	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase and renew diagnostic tools to accurately identify underachieving students.	4,000.00 Diagnostic Tools	Diagnostic Tool – I -Ready (Reading) Diagnostic Tool – i- Ready (Math)	\$ 2,820.00 \$ 150.00	
Scope of service:	Charter-wide	Scope of service:	Charter-wide	
X ALL		X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
Provide reading and math remediation	30,000.00 Cost of Sections for Math and Reading Labs		3 sections were allocated for Math (1) and Reading (2) Labs (Inc. Salary, H&W)		\$41,822.59
	1,000.00 Instructional resources for math and reading		i-Ready instructional resources for Math		\$ 600.00
			i-Ready instructional resources for Reading		\$ 720.00
			Instructional resources – Math manipulatives		\$ 167.09
			Instructional resources – publications for Reading Lab		\$ 296.67
Provide staff development in both identification and remediation of underachieving students	2,000.00 Professional Development		Professional Development in Differentiated Instruction		\$ 4,055.20
	15,000.00 Math Coach		Math Coach allocation of 1 Section (Includes Salary, H&W)		\$13,666.13
Scope of service:	Charter-wide		Scope of service:	Charter-wide	
ALL			_ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and	University Preparatory School will continue to use diagnostic assessments reading and math to identify and serve				

expenditures will be made as a result of reviewing past progress and/or changes to goals?	significantly underperforming students. Monies will be allocated for a Math and Reading Labs, 2016-2017. Teacher support for ongoing improvement in math instruction will be provided through release time, as needed; therefore, the section allocation identified as Math Coach will not continue in 2016-2017.
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Original GOAL from prior year LCAP:	Increase college and career readiness. Provide opportunities for graduates to be better prepared for success after high school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4x 5__ 6__ 7x 8x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: University Preparatory School	
	Applicable Pupil Subgroups: All Students	

Expected Annual Measurable Outcomes:	Increase in year over year AP Exam pass rate, A-G completion rate, EAP pass rate, and Graduation rates <u>Metric</u> AP Exam Pass Rate A-G Completion Rate EAP Pass Rate Graduation Rates Students Accepted to 4-Year Universities	Actual Annual Measurable Outcomes:	100% of the seniors graduated 62% were accepted to 4 year colleges; 96% of Class of 2016 is attending college this fall. Three students enlisted in the military. One student enrolled in a tech school. 80% of the 2016 graduates met the a-g requirements EAP results for Spring 2015 are as follows: 89% of students met or exceeded ELA benchmark; 63% met or exceeded Math benchmark. AP test results for 2015-2016 are not yet available: In 2014-2015 178 students took 376 tests. The overall pass rate was 77.5%, which is an increase of 1.9% from the 2013-2014 pass rate.
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LCAP Year: 2015-2016

Planned Actions/Services	Actual Actions/Services
Budgeted	Estimated_Actual

	Expenditures		Annual Expenditures
Utilize the comprehensive Resource Media Center for study groups, peer-peer tutoring, and an individual study environment	2,000.00	Naviance Contract	\$ 8,068.09
	Test Prep Materials and College and Career Resources	SAT/ACT Prep	\$ 1,700.00
Additional support for AP Program	5,000.00	AP Summer Institutes and Workshops	\$ 10,153.47
	Annual College Board AP trainings	AP Retreat	\$ 6,000.00
	5,000.00 Class Sets of Individual Study Guides		
	3,000.00 Annual Learnerator License	Learnerator License for AP Test Prep	\$ 2,640.00
Provide students with the opportunity to participate free of charge in practice college entrance exams (PSAT and PLAN)	2,250.00	PSAT Test for all 8 th , 9 th , and 10 th Grade Students	\$ 4,790.00
	Purchasing and administrating of the PSAT for all 9 th grade students	National Latin Exam (Baseline data for Latin 1 – IV)	\$ 1,150.00
Increase counseling staff from a ratio of 1:460 to 1:320 which will provide increased access and availability to college preparatory resources.	70,000.00 Add 1 FTE counseling position.	1 FTE Counselor	\$ 89,314.26

Provide updated annual counselor training for UC and CSU requirements as well as on-going national, regional, and local trainings.	5,000.00 Counselor Conference and Training	Annual Counselor Trainings	\$ 1,356.71
Scope of service: Charter-wide		Scope of service: Charter-wide	
<u>X</u> ALL		<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The PSAT will continue to be administered to 8 th and 10 th grade students; 8 th grade results provided data to assist in 9 th grade math placement as well as baseline academic progress upon entering high school. Underperforming students, as measured by PSAT results, were identified and considered for additional support. Moving forward, mandatory participation in PSAT will be eliminated from 9 th grade and shifted to 11 th ; both grade levels are important, but 11 th will take precedence to ensure maximum opportunity for students to qualify as a National Merit Scholar. For the first time, the National Latin exam was administered to all Latin I-IV students; this was used as baseline data to monitor student progress and will be used as a source to guide curriculum planning for each level. Learnerator data analysis on usage and AP scores will be assessed following a reporting of AP exams. Based on these results, services will be redefined where/how it is deemed most effective. An AP Retreat will be offered in 2016-2017 due to positive feedback; AP test results will be correlated to student participation for further analysis. The additional counselor hired for 2015-16 focused efforts on monitoring student grades and conducting frequent and ongoing meetings with students who were not on track with a-g requirements; additional supports, such as peer tutoring and teacher-facilitated Academic Saturday School, were put in place. These services will continue into 2016-2017.
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Original GOAL from prior year LCAP:	Successful implementation of Common Core State Standards. Modify classroom instruction school-wide to incorporate greater Depth of Knowledge and critical thinking skills.	Related State and/or Local Priorities: 1x 2x 3__ 4x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: University Preparatory School Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will receive a variety of different instructional strategies that will enhance their critical thinking skills.</p> <p>Students will be provided with highly qualified teachers, current instructional materials, and an appropriate facility.</p> <p>Students will be prepared to successfully participate in Smarter Balanced assessments.</p> <p><u>Metric</u> <u>Classroom observation</u> <u>State mandated assessments</u> <u>Williams Act compliance</u> <u>Agendas and notes from all collaborative meetings</u></p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Alongside the implementation of the Common Core standards, all teachers received professional development in instructional methodologies and techniques that serve to enhance development of critical thinking skills (e.g differentiated instruction, questioning). Classroom observations verified practices were in alignment with school goals and expected learning outcomes. State assessments were shared with staff; collaboration time in math and English departments was used to analyze data and adjust accordingly. Baseline CAASP results are as follows: 78% of students Met or Exceeded the benchmark for ELA. 63% of the students Met or Exceeded the benchmark for math. Textbook adoptions occurred for 6-8 science (alignment with Next Generation Science Standards) and 6th-12th Math. There were no Williams Complaints.</p> <p>Students have increased access to Chromebook technology across the curriculum.</p> <p>All subject departments met monthly to collaborate; additionally, math and ELA (grades 6-8) departments meet weekly to collaborate, share best practices, revise curriculum, and make changes in pacing and/or instructional methods.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide additional classroom technology	90,000.00 Google Chromebooks	Google Chromebooks (7 Sets with Carts)	\$ 97,733.13
Provide adequate instructional materials	70,000.00 NGSS Textbooks,	Science Textbook Adoption	\$ 71,373.09

Provide opportunities for staff small group collaboration and professional development	100,000.00 Math Textbook Adoption	CPM Textbook Adoption following 2014-2015 Pilot	\$ 97,966.66
	20,000.00 Instructional Materials and Equipment for NGSS	Professional Development in curriculum, instruction, and assessment practices across departments	\$ 3,244.20
	8,500.00 Annual Department Release time	Professional Development in CPM Integrated Math	\$ 2,688.25
		Shaping Student Mindsets Conference and School-wide implementation of practices	\$ 12,278.89
		Professional Development in Technology use and the Google Classroom	\$ 2,470.51
Scope of service:	Charter-wide	Scope of service:	Charter-wide
<u>X</u> ALL		<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Professional development will continue to align to needs of staff as represented by quantitative data outcomes, and qualitative observations of student metrics (e.g. academic grades, AP test results, state assessments, classroom observations). Areas of focus moving forward include implementation of identified growth mindset practices, and use of technology as an instructional and formative assessment tool.		

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Original GOAL from prior year LCAP:	Improve school culture amongst all stakeholders. Provide opportunities for staff, student, parent, and community participation in activities that support a positive school climate.	Related State and/or Local Priorities: 1__ 2__ 3x 4__ 5x 6x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: University Preparatory School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>A greater number of students will participate in and /or benefit from extra-curricular and co-curricular activities.</p> <p>Students will experience a more cohesive environment sharing a common school culture including expectations enriched with tradition.</p> <p>Students will be more successful due to parent involvement as measured by parent participation data. Students will benefit from our community partnerships by increased opportunities for guest speakers, scholarships, internships, job shadowing, and training.</p> <p><u>Metric</u></p> <p>School Climate Survey</p>	Actual Annual Measurable Outcomes:	<p>Increased extra and co-curricular opportunities were offered to students through academics, ASB offerings and athletics (e.g. AP Retreat, SAT/ACT Test Prep, expanded use of Learnerator, Naviance implementation, musical instruments, art kiln/ceramics unit, increased sports transportation for large programs, increased phone & email School Messenger communications regarding school events and activities, additional college education/awareness evenings).</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase student retention between middle school and high school	3,000.00 Link Crew and WEB program training	Link Crew, WEB, and Peer Mentor and Tutoring Program	\$ 1,500.81

		Transportation for large athletic programs	\$ 9,147.50
		Musical Instruments (Drums and Cello)	\$ 4,965.75
		Athletic Uniforms	\$ 23,663.43
		Art Program Enhancement (Kiln)	\$ 7,773.37
Effective Marketing of school and opportunities available to students	5,000.00 Uprep.net website upgrade		
	5,000.00 School Messenger and Parent Communication	School Messenger	\$ 2,340.00
Advisory classes focused on time/stress management and study skills	5,000.00 Curriculum		
Send advisory teachers to trainings for stress management	5,000.00 Professional Development		

Scope of service:	Charter-wide		Scope of service:
			Charter-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Provide increased opportunities to directly engage parents, students, and staff through career and college readiness services including Naviance (e.g. Naviance Night, College 101); this will be a component of fall orientation. New course and club offerings connect with survey data from students, parents, and staff (e.g. Computer Science Principles, Robotics Club).		

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$157,353.</u>
University Preparatory School is added 1 FTE Counselor in the 2015-2016 School year. The addition of a counselor decreased the counselor to pupil ratio which will result in greater access to resources for pupils.	
The media center will remain open for high school students before, during, and after school. The media center remains open daily until 5:30 pm and provides a safe environment for pupils without afternoon transportation. Pupils have access to tutors, test prep materials, and various forms of technology to assist while visiting the media center.	
Math and Reading labs were provided for pupils requiring math and/or reading remediation. A math coach position was added for the 2015-2016 school year.	

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

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

2.23	%	Increased services will be provided for unduplicated pupils during the 2016-2017 school year which includes; greater access to technology both in the classroom and in the Media Resource center. The Resource Media Center will be available to students until 5:30 pm each day, providing resources including study guides, test prep materials, and tutoring. The hiring of an additional full-time counselor in 2015-2016 decreased the counselor to student ratio and provided greater access for unduplicated pupils to receive both social/emotional services and access to college/career resources and planning. The counseling position will remain in 2016-2017. Early diagnostics in both math and reading will ensure proper placement in math courses as well as remediation for those pupils identified as needing additional support.
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is

defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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