

Introduction:

LEA: University Preparatory High
Contact: Eric Thiessen, Principal, erict@tcoe.org, (559)730-2529
LCAP Year: 2016-17

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 |
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Our UPHS staff continues to work effectively towards a community of excellence. The process of development of the LCAP includes training through the Tulare County Office of Education, meeting with staff and teachers, March 2016; students (April 2016); parents (surveyss); School Site Council and School Site Board of Directors (Feb-Mar 2016.)

As a part of the input process, the following groups were asked to complete an on line survey seeking input for our LCAP including parents, students, staff, SSC and School Site Board of Directors. We also invited members of the COS/UPHS Task Force to complete the survey. In addition, the principal met with staff, stidents and parents summarizing the LCAP process and the goals and actions of UPHS and how they impact our LCAP. All stakeholders were approached beginning in February of this school year to participate and give input.

Student involvement was primarily based around our school's homeroom/advisory class. Lessons were prepared and presented to students regarding the LCAP and how student input can impact their school. Students were given multiple chances to complete a survey on line and give their input as to their experiences at UPHS. This survey was designed around our existing and new goals in an effort to gauge the impact of current and new goals on student learning.

Parents were presented with LCAP information through emails to all parents seeking their input. Parents were briefed on the state priorities and these priorities impact our school. Each goal and action was shared and each goal and action was thoroughly explained in relation to the state priorities and our school priorities. This culminated with a survey sent to parents to complete for the purpose of gathering data.

In order for the above groups to resourcefully participate in the survey, student, school and district data was presented in regards to attendance rates, academic performance, including California High School Exit Exam, SAT and ACT scores and Early Assessment Program (EAP.) in these meetings following information was shared with stakeholders:

- **Data relating to previous year's LCAP**
- **Local benchmarks**

The biggest impact is parent input regarding our LCAP. Through current and past surveys, the biggest impact is the decision to include funding for a part time counsellor to help relieve the current counsellor of a very high workload.

Another impact of parent and staff involvement is the continued support of student use of technology. UPHS provides all students with a school lap top for their use during the school year.

In addition, we have incorporated ELA and math tutoring through the use of LCAP monies. Although UPHS is an early college high school, it is still important to provide our students with acaedmic help. As we continue to incorporate Common Core standards into our lessons, we continue to provide students with tutoring by teachers after school.

We have also helped our teachers by providing them with professional development in Common Core pradcies.

UPHS has a very active parent support organization and an active group of parents. While our parent participation is not 100%, we continue to seek and receive very active parent input throughout the school year. Currently all parents of 10th graders meet with our counselor to review their student's academic progress. During our Back-to-School night parents are given opportunities to meet with our tech staff to learn about how UPHS uses technology for academics.

Parents and teachers are consulted in regards to after school ELA/math tutoring: which students should attend, how often and the academic focus for then student.

Another large impact has been the improvement in math and ELA scores as demonstrated in our California High School Exit Exam scores. For 2014-2015, UPHS had 100% of our 10th graders pass the exam.

- Past CST data
- College class participation and results
- Data related to the current year LCAP

The LCAP survey addressed the state priorities required by the state for the LCAP. All stakeholders addressed the high priorities that University Preparatory High School must focus and improve upon.

Annual Update:

This year all staff, students and parents were asked to complete our annual survey. The members of our School Site Council and School Site Board of Directors were briefed on our LCAP goals and actions and each staff member was asked to submit their input on this year's goal's and actions and how they would like to see them improved and/or changed.

Annual Update:

The biggest impact has been on our student honor roll. In the fall semester, 71% of our low income students made the honor roll with a GPA of at least 3.50. The average GPA of our 97 identified students was 3.406 in the fall 2015 semester.

At the conclusion of the Spring 2016 semester, 80% of identified students earned Honor Roll awards. The average GPA for our identified students was 3.51.

A second impact has been an increase in college class enrollment and success. Our identified students completed 246 college credits with 49% completing at least one college credit. The average was approximately 5 credits per student enrolled. In the Spring 2016 semester, 43% of the identified students completed 192 college credits, completing an average of 4.5 credits each.

UPHS will be looking at CAASPP and CEDLT for "CELDT testing" in future summaries.

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

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

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

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

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate

“all” for all pupils.

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

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

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| GOAL: | 1. UPHS will provide an engaging and differentiated academic program where all students will achieve at high levels and show social competence to compete in the 21st century economy. | Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 _8 Local: N/A |
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| Identified Need: | <p>As a part of teaching 21st century skills, all students will have access to laptop computers to use throughout the school year. All teachers use Google Docs and websites to post classwork and class assignments. Students require technology to access this information. Our teachers also utilize the web for student driven research and classroom lessons.</p> <p>Through the use of technology</p> <ul style="list-style-type: none"> • 71% of our low income students placed on the honor roll with a GPA of at least 3.0. • Our identified students had an average grade point average of 3.40. • Our identified students completed 246 college units in the Fall 2015 semester alone. • Our identified 10th grade students had an average PSAT score of 934.55. • The average score for the 10th grade Science CST was 384.5. • The average score for CAASPP ELA and math test was 2637 for ELA and 2443 for math. • The average rate of attendance for our identified students was 93.65%. | | |
| Goal Applies to: | Schools: | University Preparatory High School | |
| | | Grades: 9th, 10th, 11th, 12th | |
| | Applicable Pupil Subgroups: | All | |
| LCAP Year 1 | | | |
| Expected Annual Measurable Outcomes: | <p>Through increased professional development in technology, ELA, and math along with curriculum designed to increase attendance awareness, it is the goal of UPHS to assist all identified students in these areas.</p> <p>Students will continue to increase college credit completion; increase the number of student's who earn honor roll; increase the average grade point average for our targeted sub group; increase the performance rate of students on the California Assessment of Student Progress and Performance (CAASPP.)</p> <ul style="list-style-type: none"> • All identified students will have an average grade point average of 3.50 or higher at the end of each semester in the 2016-2017 school year. • Twenty five percent of identified 11th grade students will "meet standard" on the CAASPP comprehensive exam. • All identified students will successfully complete at least 3 college credits during the school year. • Eighty percent of identified students will be on the Fall 2016 honor roll. • All identified 12th grade students will have an overall average attendance rate of 94%. • All identified 9-11th grade students will have an overall average attendance rate of 95%. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

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| <p>1.1 Provide students with continued access to technology and resources for student research and learning through the purchase of laptops, software and parts so as to replace old laptops.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Continue to upgrade student computers so as to be available to all identified students for use in the classroom and at home. • Ensure that all identified students have access to the appropriate technology. | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$10,000</p> <p>Funding Source - LCFF (43000)</p> <p>Materials and supplies</p> |
| <p>1.2 Provide engagement activities to increase attendance and decrease truancy rate including but not limited to supplemental materials for homeroom lesson plans and student activities to increase student awareness and the importance of school attendance.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Review, select, and purchase curriculum to increase student awareness regarding attendance. • Provide activities for students who exceed our schoolwide attendance requirement of 95%. | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$2,500</p> <p>Funding Source - LCFF S/C (43000)</p> <p>Student attendance awards, activities and curriculum supplies.</p> |
| <p>1.3 Provide intervention support through the continued use of college tutors and the hiring of current ELA teachers as after-school tutors for student support in English Language Arts.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Provide teachers with professional development to help them tutor students who are struggling in ELA. • Provide students and teachers time to meet and assist students who are struggling in English Language Arts. | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding source - LCFF Base (11000)</p> <p>Overtime pay for teachers as after-school tutors.</p> |

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| <p>1.4 Provide mathematic intervention support through the continued use of college tutors and the hiring of current math teachers as after-school tutors to assist students in their understanding of common core math.</p> | <p>University Preparatory High School Grades: 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000 Funding source - LCFF Base (11000) Overtime pay for teachers as after-school tutors.</p> |
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LCAP Year 2

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Through increased professional development in technology, ELA, and math along with curriculum designed to increase attendance awareness, it is the goal of UPHS to assist all identified students in these areas.</p> <p>Students will continue to increase college credit completion; increase the number of students who earn honor roll; increase the average grade point average for our targeted sub group; increase the performance rate of students on the California Assessment of Student Progress and Performance (CAASPP.)</p> <ul style="list-style-type: none"> • All identified students will have an average grade point average of 3.50 or higher at the end of each semester in the 2017-2018 school year. • Twenty five percent of identified 11th grade students will "meet standard" on the CAASPP comprehensive exam. • All identified students will successfully complete at least 3 college credits during the school year. • Eighty percent of identified students will be on the Fall 2016 honor roll. • All identified 12th grade students will have an overall average attendance rate of 94%. • All identified 9-11th grade students will have an overall average attendance rate of 95%. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>1.1 Provide students with continued access to technology and resources for student research and learning through the purchase of laptops, software and parts so as to replace old laptops.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Continue to upgrade student computers so as to be available to all identified students for use in the classroom and at home. • Ensure that all identified students have access to the appropriate technology. | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$10,000</p> <p>Funding Source - LCFF (43000)</p> <p>Materials and supplies</p> |
| <p>1.2 Provide engagement activities to increase attendance and decrease truancy rate including but not limited to supplemental materials for homeroom lesson plans and student activities to increase student awareness and the importance of school attendance.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Review, select, and purchase curriculum to increase student awareness regarding attendance. • Provide activities for students who exceed our schoolwide attendance requirement of 95%. | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$2,500</p> <p>Funding Source - LCFF S/C (43000)</p> <p>Student attendance awards, activities and curriculum supplies.</p> |
| <p>1.3 Provide intervention support through the continued use of college tutors and the hiring of current ELA teachers as after-school tutors for student support in English Language Arts.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Provide teachers with professional development to help them tutor students who are struggling in ELA. • Provide students and teachers time to meet and assist students who are struggling in English Language Arts. | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding source - LCFF Base (11000)</p> <p>Overtime pay for teachers as after-school tutors.</p> |

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| <p>1.4 Provide mathematic intervention support through the continued use of college tutors and the hiring of current math teachers as after-school tutors to assist students in their understanding of common core math.</p> | <p>University Preparatory High School Grades: 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000 Funding source - LCFF Base (11000) Overtime pay for teachers as after-school tutors.</p> |
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LCAP Year 3

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Through increased professional development in technology, ELA, and math along with curriculum designed to increase attendance awareness, it is the goal of UPHS to assist all identified students in these areas.</p> <p>Students will continue to increase college credit completion; increase the number of students who earn honor roll; increase the average grade point average for our targeted sub group; increase the performance rate of students on the California Assessment of Student Progress and Performance (CAASPP.)</p> <ul style="list-style-type: none"> • All identified students will have an average grade point average of 3.50 or higher at the end of each semester in the 2018-2019 school year. • Twenty five percent of identified 11th grade students will "meet standard" on the CAASPP comprehensive exam. • All identified students will successfully complete at least 3 college credits during the school year. • Eighty percent of identified students will be on the Fall 2016 honor roll. • All identified 12th grade students will have an overall average attendance rate of 94%. • All identified 9-11th grade students will have an overall average attendance rate of 95%. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>1.1 Provide students with continued access to technology and resources for student research and learning through the purchase of laptops, software and parts so as to replace old laptops.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Continue to upgrade student computers so as to be available to all identified students for use in the classroom and at home. • Ensure that all identified students have access to the appropriate technology. | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$10,000</p> <p>Funding Source - LCFF (43000)</p> <p>Materials and supplies</p> |
| <p>1.2 Provide engagement activities to increase attendance and decrease truancy rate including but not limited to supplemental materials for homeroom lesson plans and student activities to increase student awareness and the importance of school attendance.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Review, select, and purchase curriculum to increase student awareness regarding attendance. • Provide activities for students who exceed our schoolwide attendance requirement of 95%. | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$2,500</p> <p>Funding Source - LCFF S/C (43000)</p> <p>Student attendance awards, activities and curriculum supplies.</p> |
| <p>1.3 Provide intervention support through the continued use of college tutors and the hiring of current ELA teachers as after-school tutors for student support in English Language Arts.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Provide teachers with professional development to help them tutor students who are struggling in ELA. • Provide students and teachers time to meet and assist students who are struggling in English Language Arts. | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding source - LCFF Base (11000)</p> <p>Overtime pay for teachers as after-school tutors.</p> |

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| <p>1.4 Provide mathematic intervention support through the continued use of college tutors and the hiring of current math teachers as after-school tutors to assist students in their understanding common core math.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | <p>\$5,000</p> <p>Funding source - LCFF Base (11000)</p> <p>Overtime pay for teachers as after-school tutors.</p> |
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| GOAL: | 2. Every UPHS student will receive rigorous instruction aligned with Common Core State Standards and Project Based Learning delivered by highly qualified personnel. | | Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A |
| Identified Need: | <p>Common Core State Standards are still relatively new. Our mission is to provide students with quality instruction through the implementation of the Common Core Standards and through the use of Project Based Learning.</p> <ul style="list-style-type: none"> • 71% of our low income students placed on the honor roll with a GPA of at least 3.0. • Our identified students had an average grade point average of 3.40. • Our identified students completed 246 college units in the Fall 2015 semester alone. • Our identified 10th grade students had an average PSAT score of 934.55. • The average score for the 10th grade Science CST was 384.5. • Seventeen of the identified students completed the SAT with average scores of - <ul style="list-style-type: none"> ◦ 454.4 for Reading ◦ 455.6 for Writing ◦ 458.2 for math | | |
| Goal Applies to: | Schools: | University Prepratory High School Grades: 9th, 10th, 11th, 12th | |
| | Applicable Pupil Subgroups: | All | |
| LCAP Year 1 | | | |
| Expected Annual Measurable Outcomes: | <p>Identified students will...</p> <ul style="list-style-type: none"> • ...complete a minimum of three college credits per school year. • ...demonstrate a minimum average score of "meets standard" on the CAASPP Interim Comprehensive Assessment (ICA) for math. • ...demonstrate a minimum average score of "meets/exceeds standard" on the CAASPP Interim Comprehensive Assessment (ICA) for ELA. | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service |
| | Budgeted Expenditures | | |

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| <p>2.1 Increase student performance in math proficiency through the use of supplemental materials, books, software for use in math intervention classes and after school support.</p> <p>Through professional development and the purchase of supplemental materials, teachers will obtain the tools necessary to increase student proficiency in math.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding Source - Title 1 (43000)</p> <p>Materials and supplies</p> |
| <p>2.2 Increase student performance in ELD through the use of supplemental materials, books, software for use in language arts intervention classes and after school support.</p> <p>Through professional development and the purchase of supplemental materials, teachers will obtain the tools necessary to increase student proficiency in English Language Arts.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding Source - Title 1 (43000)</p> <p>Materials and supplies</p> |
| <p>2.3 To provide professional development provided by the Tulare County Office of Education in Common Core State Standards for all 1st, 2nd and 3rd year teachers. Professional development in Common Core State Standards will assist teachers to increase student success in the classroom, successfully completing the CAASPP, PSAT, SAT, and ACT exams.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$7,500</p> <p>Funding Source - LCFF (58000)</p> <p>Professional Development</p> |
| <p>2.4 To provide professional development provided by the Tulare County Office of Education in Project Based Learning for four fulltime teachers. Through the implementation of Project Based Learning, students will gain experience in utilizing skills learned in class.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding Source - LCFF Base (58000)</p> <p>Professional Development</p> |

LCAP Year 2

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| Expected Annual Measurable Outcomes: | <p>Identified students will...</p> <ul style="list-style-type: none"> • ...complete a minimum of three college credits per school year. • ...demonstrate a minimum average score of "meets standard" on the CAASPP Interim Comprehensive Assessment (ICA) for math. • ...demonstrate a minimum average score of "meets/exceeds standard" on the CAASPP Interim Comprehensive Assessment (ICA) for ELA. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>2.3 To provide professional development provided by the Tulare County Office of Education in Common Core State Standards for all 1st, 2nd and 3rd year teachers. Professional development in Common Core State Standards will assist teachers to increase student success in the classroom, successfully completing the CAASPP, PSAT, SAT, and ACT exams.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$7,500</p> <p>Funding Source - LCFF (58000)</p> <p>Professional Development</p> |
| <p>2.2 Increase student performance in ELD through the use of supplemental materials, books, software for use in language arts intervention classes and after school support.</p> <p>Through professional development and the purchase of supplemental materials, teachers will obtain the tools necessary to increase student proficiency in English Language Arts.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding Source - Title 1 (43000)</p> <p>Materials and supplies</p> |

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| <p>2.1 Increase student performance in math proficiency through the use of supplemental materials, books, software for use in math intervention classes and after school support.</p> <p>Through professional development and the purchase of supplemental materials, teachers will obtain the tools necessary to increase student proficiency in math.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding Source - Title 1 (43000)</p> <p>Materials and supplies</p> |
| LCAP Year 3 | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Identified students will...</p> <ul style="list-style-type: none"> • ...complete a minimum of three college credits per school year. • ...demonstrate a minimum average score of "meets standard" on the CAASPP Interim Comprehensive Assessment (ICA) for math. • ...demonstrate a minimum average score of "meets/exceeds standard" on the CAASPP Interim Comprehensive Assessment (ICA) for ELA. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <p>2.3 To provide professional development provided by the Tulare County Office of Education in Common Core State Standards for all 1st, 2nd and 3rd year teachers. Professional development in Common Core State Standards will assist teachers to increase student success in the classroom, successfully completing the CAASPP, PSAT, SAT, and ACT exams.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$7,500</p> <p>Funding Source - LCFF (58000)</p> <p>Professional Development</p> |

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| <p>2.2 Increase student performance in ELD through the use of supplemental materials, books, software for use in language arts intervention classes and after school support.</p> <p>Through professional development and the purchase of supplemental materials, teachers will obtain the tools necessary to increase student proficiency in English Language Arts.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding Source - Title 1 (43000)</p> <p>Materials and supplies</p> |
| <p>2.1 Increase student performance in math proficiency through the use of supplemental materials, books, software for use in math intervention classes and after school support.</p> <p>Through professional development and the purchase of supplemental materials, teachers will obtain the tools necessary to increase student proficiency in math.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$5,000</p> <p>Funding Source - Title 1 (43000)</p> <p>Materials and supplies</p> |

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| GOAL: | 3. All UPHS students, including those identified by an IEP, Section 504 plan, or health service plan will be provided with academic, social, emotional, and as applicable, medical support in order to be successful at UPHS. | | Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A |
| Identified Need: | <p>Students that are identified with an Individualized Education Plan or are covered under Section 504 will be supported by a credentialed school counselor. This counselor will work with all teachers to ensure the accommodations are being followed and met for each student. The counselor will also facilitate all IEP and 504 plan meetings.</p> <p>Students that are identified and covered under Section 504 due to medical conditions, such as diabetes, will be under the care and supervision of a certified Licensed Vocational Nurse.</p> <p>Our counsellor in 2015-2016 served all students identified with an Individualized Learning Plan or Section 504 plan. The five free-reduced students -</p> <ul style="list-style-type: none"> • Had an avergae Grade Point Average of 3.338. The average GPA for all idenitified students was 93.65%. The average GPA for all of UPHS was 3.58. • Had an average attendance rate of 94.64%. 0.36% below our required 95%. • All identified students on an IEP or Section 504 Plan earned Honor Roll. • A total of 13 college credits was completed in the Fall 2015 semester at COS. | | |
| Goal Applies to: | Schools: | University Preparatory High School Grades: 9th, 10th, 11th, 12th | |
| | Applicable Pupil Subgroups: | All | |
| LCAP Year 1 | | | |
| Expected Annual Measurable Outcomes: | <p>Students who are identified by an IEP will...</p> <ol style="list-style-type: none"> 1. ...earn a GPA iof at least 3.0 to make the honor roll at least one semester. 2. ...score "meets standards" on CAASPP ICA exams and summative assessment in math and ELA. 3. ...be eligible to enroll in at least one college class each semester. | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service |
| | Budgeted Expenditures | | |

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| <p>All students who are served by an Individualised Education Plan or Section 504 plan will receive support from a certified school counsellor. This counsellor will work with teachers and staff to ensure each student's accommodations are planned for and met in the classroom. The counsellor will also facilitate all IEP and 504 meetings.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$55,000</p> <p>Funding Source - LCFF (12000)</p> <p>Employee wages</p> |
| <p>3.2 Hire a Licensed Vocational Nurse (LVN) at 60% to work with all students on a Section 504 plan due to medical needs, i.e. diabetes, seizures, etc. Through this action students will miss minimal class time due to medical necessity.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$28,050</p> <p>Funding Source - LCFF Base (22000)</p> <p>Employee wages</p> |
| <p>LCAP Year 2</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Students who are identified by an IEP/504 plan will...</p> <ol style="list-style-type: none"> 1. ...earn a GPA of at least 3.0 to make the honor roll at least one semester. 2. ...score "meets standards" on CAASPP ICA exams and summative assessment in math and ELA. 3. ...be eligible to enroll in at least one college class each semester. | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |

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| <p>All students who are served by an Individualised Education Plan or Section 504 plan will receive support from a certified school counsellor. This counsellor will work with teachers and staff to ensure each student's accommodations are planned for and met in the classroom. The counsellor will also facilitate all IEP and 504 meetings.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$55,000</p> <p>Funding Source - LCFF (12000)</p> <p>Employee wages</p> |
| <p>3.2 Hire a Licensed Vocational Nurse (LVN) at 60% to work with all students on a Section 504 plan due to medical needs, i.e. diabetes, seizures, etc. Through this action students will miss minimal class time due to medical necessity.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$28,050</p> <p>Funding Source - LCFF Base (22000)</p> <p>Employee wages</p> |
| <p>LCAP Year 3</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Students who are identified by an IEP/504 plan will...</p> <ol style="list-style-type: none"> 1. ...earn a GPA of at least 3.0 to make the honor roll at least one semester. 2. ...score "meets standards" on CAASPP ICA exams and summative assessment in math and ELA. 3. ...be eligible to enroll in at least one college class each semester. | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |

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| <p>All students who are served by an Individualised Education Plan or Section 504 plan will receive support from a certified school counsellor. This counsellor will work with teachers and staff to ensure each student's accommodations are planned for and met in the classroom. The counsellor will also facilitate all IEP and 504 meetings.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$55,000</p> <p>Funding Source - LCFF (12000)</p> <p>Employee wages</p> |
| <p>3.2 Hire a Licensed Vocational Nurse (LVN) at 60% to work with all students on a Section 504 plan due to medical needs, i.e. diabetes, seizures, etc. Through this action students will miss minimal class time due to medical necessity.</p> | <p>University Preparatory High School</p> <p>Grades: 9th, 10th, 11th, 12th</p> | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>\$28,050</p> <p>Funding Source - LCFF Base (22000)</p> <p>Employee wages</p> |

Annual Update

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

Guiding Questions:

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

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| Original Goal from prior year LCAP: | Increase student achievement of all groups and sub groups. | | Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 _8 Local: | |
| Goal Applies to: | Schools: | University Preparatory High School | | |
| | | Grades: 9th, 10th, 11th, 12th | | |
| | Applicable Pupil Subgroups: | All | | |
| Expected Annual Measurable Outcomes: | <p>All identified students will have an average grade point average of 3.50 or higher at the end of each semester in the 2015-2016 school year.</p> <p>All identified students will successfully complete at least 3 college credits during the school year.</p> <p>Eighty percent of identified students will be on the honor roll.</p> <p>All identified students will have an overall average attendance rate of 95%.</p> | | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> All identified students had an average grade point average of 3.47 at the end of the 2015-2016 school year. All identified students successfully complete an average of 4.35 college credits during the 2015-2016 school year. Seventy six percent of identified students made honor roll. All identified students attained an overall average attendance rate of 94.68%. |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Provide engagement activities to increase attendance and decrease truancy rate including supplemental materials for homeroom lesson plans to increase student awareness and the importance of school attendance. | | \$5,000 LCFF Base | In an effort to increase overall attendance, students were given an end-of-the-year celebration for achieving an attendance rate of 97%. | \$850.00 |
| Scope of service: | University preparatory High School Grades: 9th, 10th, 11th, 12th | | Scope of service: | University Preparatory High School. Grades: All |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Provide students with continued access to technology and resources for student research and learning through the purchase of laptops, software and parts so as to replace old laptops. | | \$20,000 LCFF Base | Purchased laptops and necessary equipment for students to have access to technology. | | \$19874.60 |
| Scope of service: | University Preparatory High School Grades: 9th, 10th, 11th, 12th | | Scope of service: | University Preparatory High School Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Provide English learner intervention support through the continued use of college tutors and the hiring of current ELA teachers as after-school tutors. | | \$5,000 LCFF s/c | Math teachers were paid overtime to tutor students for one hour each week after school. Students were provide access to the tutoring center at College of Sequoias throughout the year. | | \$1772.55 |
| Scope of service: | University Preparatory High School Grades: 9th, 10th, 11th, 12th | | Scope of service: | University Preparatory High School Grades: All | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| Provide mathematic intervention support through the continued us of college tutors and the hiring of current math teachers as after-school tutors. | | \$5,000 LCFF s/c | Math teachers were paid to tutor students after school for one hour per day, two days per week. Students were given access to the tutoring center at College of the Sequoias during the school year. | \$7375.61 |
| Scope of service: | University Preparatory High School Grades: 9th, 10th, 11th, 12th | | Scope of service: | University Preparatory High School Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| What changes in actions, servcices, and expenditures | The amount of time required for teachers to serve as tutors was greater than expected, thus increasing the cost for tutoring. Also, due to improved attendance we did not purchase materials for class lessons. | | | |

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| Original Goal from prior year LCAP: | Every student will receive rigorous instruction aligned with Common Core State Standards delivered by highly qualified personnel. | | Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 _6 X 7 X 8 Local: | |
| Goal Applies to: | Schools: | University Preparatory High School | | |
| | Grades: | 9th, 10th, 11th, 12th | | |
| | Applicable Pupil Subgroups: | All | | |
| Expected Annual Measurable Outcomes: | Identified students will - | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> All identified students had an average grade point average of 3.47 at the end of the 2015-2016 school year. All identified students successfully complete an average of 4.35 college credits during the 2015-2016 school year. Seventy six percent of identified students made honor roll. All identified students attained an overall average attendance rate of 94.68%. | |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| Increase student performance in math proficiency through the use of supplemental materials, books, software for use in math intervention classes and after school support. | \$5,000 LCFF s/c | Materials for math proficiency were purchased for student use in math classes. | \$7275.46 | |
| Scope of service: | University Preparatory High School Grades: 9th, 10th, 11th, 12th | Scope of service: | University Preparatory High School Grades: All | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| Increase student performance in ELA through the use of supplemental materials, books, software for use in language arts intervention classes and after school support. | | \$5,000 LCFF s/c | Materials for ELA proficiency were not needed to be purchased for student use in ELA classes due to teachers already having needed materials. | | \$0 |
| Scope of service: | University Preparatory High School Grades: 9th, 10th, 11th, 12th | | Scope of service: | University Preparatory High School Grades: All | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| To provide professional development provided by the Tulare County Office of Education in Common Core State Standards for all 1st, 2nd and 3rd year teachers | | \$7,500 LCFF base | Teachers were provided professional development through attendance at subject specific conferences and time was allotted for teachers to meet with and work with consultants from the Tulare County office of Education's Educational Resource Service. | | \$3096.43 |
| Scope of service: | University Preparatory High School Grades: 9th, 10th, 11th, 12th | | Scope of service: | University Preparatory High School Grades: All | |

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| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| To provide professional development provided by the Tulare County Office of Education in Project Based Learning for all fulltime teachers. | | \$15,000 LCFF base | It was planned to send teachers to professional development in Project Based Learning. Due to the excessive amount of time teachers were out of the classroom for other professional development, we were unable to complete this training. | \$0 |
| Scope of service: | University Preparatory High School Grades: 9th, 10th, 11th, 12th | | Scope of service: | University Preparatory High School Grades: All |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | |
| What changes in actions, servcices, and expenditures | Data for student's completing the Interi Comprehensive Assessment (ICA) was not available due to technical difficulty with the CAASPP website. | | | |

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| Original Goal from prior year LCAP: | All students on an IEP or Section 504 will be provided with academic, social and emotional support. | | Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: | |
| Goal Applies to: | Schools: | University Preparatory High School | | |
| | Grades: | 9th, 10th, 11th, 12th | | |
| Applicable Pupil Subgroups: | All | | | |
| Expected Annual Measurable Outcomes: | Students who are identified by an IEP will... 1. ...earn a GPA of at least 3.0 to make the honor roll at least one semester. 2. ...score "meets standards" on CAASPP ICA exams and summative assessment in math and ELA. 3. ...be eligible to enroll in at least one college class each semester. | | Actual Annual Measurable Outcomes: | Students who are identified by an IEP will... 1. ...earn a GPA of at least 3.0 to make the honor roll at least one semester. 2. ...score "meets standards" on CAASPP ICA exams and summative assessment in math and ELA. 3. ...be eligible to enroll in at least one college class each semester. |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| Hire a credentialed Pupil Personnel Services counselor at 25% to work with all teachers and their students currently on an Individualized Education Plan (IEP) and students on a Section 504 plan. | | \$20,000 LCFF base | An experienced and qualified counselor was hired to specifically work with teachers and parents of students who are served by an Individualized Education Plan. | |
| Scope of service: | University Preparatory High School Grades: 9th, 10th, 11th, 12th | | Scope of service: | University Preparatory High School Grades: All |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |
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What changes in actions, services, and expenditures

Identified students on an IEP achieved the following -

- Overall GPA of 3.44;
- All identified students earned honor roll both semesters.
- All identified students completed a total of 20 college credits.
- All identified students had an average attendance rate of 95.22%.
- Interim Comprehensive Assessment (ICA) scores were not available due to technical difficulty with the CAASPP site.

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.)

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| Total amount of Supplemental and Concentration grant funds calculated: | 133238 |
| <p>In goal #1, \$36,500 was designated to increasing student achievement in all core classes. Our school is a digital school. We use technology every day and in every class. All of our identified students had the option to check out a laptop computer for the school year. Many chose to use their own laptop. Once all identified students had a laptop checked out, we provided laptops to the remainder of our students. Goal #1 also was designed to increase student attendance and provide tutoring for students in ELA and Math. Each of our identified students was monitored by administration and teachers who then contacted parents and students if they were identified as needing extra help. It was our goal to not only place our identified students into after-school tutoring, but we also provided tutoring for all students. Considering that 72% of our identified students made the honor roll in the fall semester, and only a small number had an average attendance rate below the school wide average, UPHS ensured that all students received the assistance needed to ensure success.</p> <p>In goal #2, \$22,500 was dedicated to the purchase of ELA/math materials and supplies and for professional development for staff in the area of Common Core and Project Based Learning. All fulltime core teachers participated professional development provided by the Tulare County office of Education. This included on-site visits and off-site workshops. It was planned for all full time teachers to attend professional development workshops on Project Based Learning. However, due to the amount of time teachers spent away from their classrooms, they were reluctant to be away from their students any longer. It is planned that in 2016-2017 four teachers will be designated to attend and participate in Project Based Learning professional development.</p> <p>In goal #3, \$20,000 was dedicated to paying for a part time school counsellor whose primary task is working with our students who are on an IEP and/or Section 504 plan. Our counsellor worked with the families and the teachers to ensure all students are successful in the classroom. Our first priority was helping any identified student who had an IEP and/or 504. Due to the success of this goal, we included all students with an IEP and/or 504 so as to ensure their success as well. This action also helped our teachers to become proficient in meeting the goals and services designated for all students meeting this need.</p> | |

- 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.

6.61

%

Each of our three goals identified needs of our unduplicated students. Due to our school being an early college high school where students are co-enrolled in college classes, our highest priorities for our students included support in English Language Arts and Math, attendance, and counselling.

Through the use of after-school tutoring, focused lessons in ELA/math and all core classes, our teachers were able to target the needs of our unduplicated students. In addition, this focus also enabled the remainder of our student body to receive extra help in subjects they struggled. This action proved to be beneficial because 72% of our unduplicated students earned a GPA of 3.0 or higher. Our overall school wide average was 77%. Our unduplicated students also completed 246 college credits in the fall semester alone. This was an average of 2.5 credits per unduplicated student with an overall school-wide average of 3.17 credits per student. This is critical due to the fact that our students are required to complete 20 college credits to graduate from our school.

We require all of our students to maintain a minimum attendance rate of 95%. This requirement helps students to understand the importance of being in class on time. Through the use of curriculum and activities we were able to direct lessons in our homeroom classes to all student stressing the importance of proper attendance. The average attendance rate for our unduplicated students was 93.65% in the fall 2015 semester with a school-wide attendance rate of 96.13% in the fall 2015 semester.

Finally, goal #3 was identified through surveys and conversations with our stake holders. Prior to the 2015/2016 school year, our school had one academic counsellor. This counsellor was in high demand and could not meet with every student who requested their time. Therefore, we designated funds to hire a part time counsellor whose primary duty is to work with teachers and help ensure that the goals and actions of our students on an IEP and/or 504 plan were met. The primary focus of the counsellor was the unduplicated student who have an IEP and/or 504 plan. Through the support of the part time counsellor teachers were able to meet the requirements for the unduplicated students with an IEP and/or 504 plan and also enabled our teachers to meet the needs of all students who are on an IEP and/or 504 plan.

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).