

**Introduction:**

**LEA: The Preuss School UCSD**

**Contact (Name, Title, Email, Phone Number):** Scott Barton, Principal, [sbarton@ucsd.edu](mailto:sbarton@ucsd.edu), 858.658 7404

**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
<p>Parent stakeholders participate in monthly PTA executive board meetings, monthly PTA meetings held on Saturdays to allow for better attendance, and also have a representative on the Preuss Advisory Board. Parents were invited to complete an electronic survey during a recent Saturday meeting, and approximately 80 parents participated (~10%).</p>	<p>Parents continue to support Preuss’ learning objectives, school climate, faculty, and college preparatory opportunities. As a result of opening the Parent Portal to the Student Information System, Aeries, parents have been more involved with their student’s academic progress and have more positive feedback on this year’s survey. At this year’s PTA meetings, guest speakers from the Preuss Board were featured, in addition to return appearances by UCSD Financial Aid, Parent Academy, and Parenting Your Teen. Parents continue to support the Preuss mission by providing an annual</p>

	staff appreciation breakfast, a dinner/dance fundraiser, organizing/funding a graduating class activity, and contributing toward transportation costs.
Our plan is to offer the LCFF survey every other year. Students completed a health survey last May and the results shaped a portion of the Advisory curriculum. This year students were asked to complete a combined WASC/LCFF survey.	In response to the need for additional one-on-one instruction and help with difficult assignments/questions, Preuss increased its tutoring pool, and purchased software to better track needs and make matches. The volunteer coordinator continues to process/orient over 100 UCSD tutors each quarter to assist in classrooms.
Teacher input is derived from Department meetings, IST meetings, Faculty meetings, and Education Subcommittee meetings.	Several departments now use content-specific text to guide students in developing academic habits through reading and interpreting domain-specific texts. Reading, writing and numeracy standards are addressed in a variety of ways across all disciplines.
<b>Annual Update:</b> Parents, teachers, students and board members will continue to have input via surveys and continuous quality improvement discussions at the variety of meetings conducted monthly.	<b>Annual Update:</b> Parents were provided with additional trainings by a social worker following the monthly PTA meetings. Teachers have actively discussed strategies to address the engagement/performance of students earning Ds and Fs. Students have petitioned to add clubs and events to the school's existing activities. Board members have become more involved in critical issues such as teacher pay and fundraising.

**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 they be found in the LEA’s budget?

GOAL:	1.1 Attract and retain highly qualified teachers with greatest subject matter knowledge and pedagogy skills			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Conditions of Learning: Priority 1 (Basic Services) - Highly Qualified Teachers			
Goal Applies to:	Schools:	Preuss		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year: 2016-17</b>				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• All teaching staff are credentialed.</li> <li>• All subjects are taught by a teacher degreed in that subject.</li> <li>• All teachers engage in continuous quality improvement via weekly professional development.</li> </ul>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Open recruitment requiring teachers degreed in core academic subjects, CLAD/BCLAD or CTEL certified, multidisciplinary panel interview and lesson audition required. HR recruits via UCSD and EdJoin, conducts annual CBEDS review to monitor percentage of highly qualified teaching staff	Schoolwide	<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) _____	\$750 (see object code 5300)
	Support beginning teachers' continuing development through BTSA completion. Provide 100 minutes of rigorous staff development time each week devoted to guest speakers and Individual Professional Development Plans (IPDP). Provide Advanced Placement (AP) and Common Core State Standards (CCSS) staff development during non-school hours	Schoolwide	<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) _____	\$5000 (see object code 5200)  \$31,827 (see object code 1100)

GOAL:	1.2 Maintain safe environment conducive to learning with equitable access to materials		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Conditions of Learning: Priority 1 (Basic Services) - Safe Environment Conducive to Learning			
Goal Applies to:	Schools:	Preuss		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year: 2016-17</b>				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Safe Facilities</li> <li>• Safe Technology</li> <li>• Equitable Access to Materials</li> </ul>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Keep buildings, playing field, fire alarm and sprinkler systems, security alarms, and technological systems in good repair, using staff and service contracts, monitored by FTE building supervisor and FTE IT administrator.	Schoolwide	<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) _____ _____	\$257,500 (see object code 5800)
	Standards-aligned curriculum and digital resources are available for on-site and home use. Library maintains selection of CCSS grade-level readers and provides digital library through Overdrive. San Diego County Digital Content Portal (DCP) provides resources, research materials, and teaching tools. Teacher and student e-Library resources include e-books, multimedia through California Streaming, and a database of periodicals for middle and high school students, including English Learners. Also available is ProQuest SIRS Discoverer, a social issues resource series providing online databases of informational text using Library of Congress Subject Headings. Continue progress toward 1:1 ratio of computers: students. Offer families low-priced computers for home use through Computers 4 Kids program. Explore school-to-home computers if resources become available.	Schoolwide	<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) _____ _____	\$112,551 (see object code 4100 and 4200)

GOAL:	2 Implement and Support Common Core State Standards		Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Conditions of Learning: Priority 2 (Implementation of State Standards) – Curriculum and Resource Development			
Goal Applies to:	Schools:	Preuss		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year: 2016-17</b>				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Develop CCSS curriculum for A-G requirements</li> <li>• Support CCSS implementation through professional development</li> <li>• Support Schoolwide Literacy Goals</li> <li>• Support Schoolwide Numeracy Goals</li> <li>• Support implementation of technological resources</li> </ul>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Department chairs continue to work with departments to update scope and sequence toward integration of Common Core in all core subjects.	Schoolwide	<input checked="" type="checkbox"/> ALL	0
	Staff Developer plans goals with each department through chairs at faculty, IST and education committees to include coaching in CCSS curriculum, instruction, and assessments. Ongoing review and in-service on technology that supports student skills in CCSS testing, research and writing	Schoolwide	<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)_____	\$31,827 (see object code 1100)
	Support Schoolwide Literacy Goals: 6 <sup>th</sup> grade Literacy Enrichment Readers and Writers Workshop elective Exercise & Health Science -: students reading texts applicable to real-life situations & answering critical thinking questions, using dialectical response journals, introduced to professional journals Math: more free response questions, written performance tasks, use of math vocabulary charts and online texts and programs, integrated Math	Schoolwide	<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)_____	\$102,709 (see object code 1100)

<p>CC textbooks  Science: Scope &amp; Sequence in argumentation, guided inquiry, discussion.  Interactive notebooks, emphasis on gathering research, using reliable resources, developing databases, outlines, frames, graphic organizers</p>			
<p>Support Schoolwide Numeracy Goals:  English Language Arts: More inclusion of nonfiction with graphs and charts to teach specific reading skills for visuals, such as reading and interpreting percentages. Subscriptions to Jr. Scholastic and Upfront magazines which incorporate numerous charts and graphs on current events. Teach students how to analyze data as a primary resource.  Math: New Grade 8 Integrated Common Core Standards as the standards for the 8th grade Math Enrichment support class. Added more Algebra standards in middle school from Common Core State Standards in mathematics. Use of technology to support learning and understanding: IXL, Ten marks, Khan Academy, Brain Pop. Adoption of Integrated Mathematics Common Core Standards, Increased use of inquiry-based learning activities, increased use of authentic assessments, increased use of differentiated teaching techniques (stations, online videos, online lessons/lectures). Continued use of Math Enrichment classes, CAHSEE support class, tutors in classes, tutoring after school and during lunch, extra 30 minutes per week of math practice in University Prep advisory classes (KBAC), diagnostic tests, CAHSEE Boot Camp, Saturday Enrichment Academy.  Science: Emphasis on measurement with metric system at all grade levels, warm-ups consist of math calculations: conversions, science notation. Alternately, in Chemistry, information is front-loaded at the beginning of the school year with math practices: conversions (science and standard notation); +-x÷ numbers; dimensional analysis (i.e., age, time, mpg). Graph practice with emphasis on making, reading graphs, charts, tables.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$83,617  (see object code 1100)</p>
<p>Support Schoolwide Data Use and Analysis Goals:  Improve collection, organization and distribution of data for instructional planning and student academic achievement across all departments.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,540  (see object code 4400)</p>

GOAL:	3 Conditions of Learning: Course Access	Related State and/or Local Priorities:
		1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____

Identified Need :	Conditions of Learning: Priority 3 - Course Access		
Goal Applies to:	Schools:	Preuss	
	Applicable Pupil Subgroups:	All	

**LCAP Year: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Enrollment in a college prep curriculum for all students</li> <li>• Timely completion of A-G reqts through provision of extended learning time to include strategic interventions or additional electives</li> <li>• Detracked academic program in all required areas of study</li> <li>• Advisory/University Prep coursework</li> <li>• Modernization/Technology</li> <li>• Saturday Enrichment Academy</li> <li>• Academic Credit Recovery Program</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide intensive college preparatory curriculum and learning environment in which all students develop their academic, personal, and social abilities to become life-long learners.	Schoolwide	<u>x ALL</u>	0
The Preuss academic calendar consists of 198 7-hour days per year, adding nearly one academic year of instruction by the end of grade 12. Without taking time from core classes, the school makes additional programs available such as the year-long Senior Wheel—this required course includes a research project, a service learning projects within the student's community, and a UCSD internship.	Schoolwide	<u>x ALL</u> OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient Other</u> Subgroups:(Specify) _____	\$698,259 (see object code 1100 and 5100)
Detracking: To meet UC entrance requirements, high school students take the AP level of core classes (AP English, Math, Science, and History required), with several other courses available.	Schoolwide	<u>x ALL</u>	\$7,957 (see object code 2200)
Mandatory Advisory/University Prep course for grades 6-12 optimally with same teacher through graduation. Teacher assists	Schoolwide	<u>x ALL</u> OR:	\$530,450 (see object code

<p>with initial literacy and other skill assessment, study skill development, communication with home, and eventual college selection and application process. Identify student strengths and areas for improvement – close tracking of student progress across subjects so that supports such as parent meetings, mentoring, tutoring, and counseling may be provided to reduce dropout rates and ensure graduation and college acceptance</p>		<p><u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u>  <u>Subgroups:(Specify)</u> _____</p>	<p>1100)</p>
<p>Provide access to technology devices at school that support student educational progress. Software such as APEX and IXL allow for additional reinforcement of subject concepts. Platforms such as Edmodo and Portfolium offer project-based learning opportunities.  Computers 4 Kids program offers families low-priced computers for home use</p>	<p>Schoolwide</p>	<p><u>x ALL</u>  <u>OR:</u>  <u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u>  <u>Subgroups:(Specify)</u> _____</p>	<p>\$128,750  (see object code 4400)</p>
<p>Saturday Enrichment Academy (SEA) supports academically at-risk students with individual and small group tutoring to reinforce basic skills and complete homework. SEA is a voluntary program unless the student has been assigned to attend due to being “at risk” or on academic probation. Students work on their study, organizational and time management skills and receive added academic support when UCSD and Preuss National Honor Society tutors volunteer their time on Saturdays. Students are held accountable for their work by submitting for signature, their homework assignment forms. SEA teachers also call home and email advisory teachers when students miss SEA.</p>	<p>Schoolwide</p>	<p><u>x ALL</u>  <u>OR:</u>  <u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u>  <u>Subgroups:(Specify)</u> _____</p>	<p>\$10,00  (see object code 5100)  \$11,139  (see object code 1100)</p>
<p>Using online curriculum (APEX) guided by highly-qualified teachers, students are able to repeat select coursework to complete classes toward graduation and UC-eligible courses, primarily during the summer and occasionally during the academic year.</p>	<p>Schoolwide</p>	<p><u>x ALL</u>  <u>OR:</u>  <u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u>  <u>Subgroups:(Specify)</u> _____</p>	<p>\$5,000  (see object code 4300)  \$12,348  (see object code 1100)</p>

GOAL:	4: Pupil Outcomes – Achievement		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Pupil Outcomes – Priority 4 - Achievement			
Goal Applies to:	Schools:	Preuss		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Mandated Testing Completion</li> <li>• AP Course and Test Completion</li> <li>• Diagnostic Exam Completion</li> <li>• One-on-one whenever possible</li> <li>• ELA Reclassification</li> </ul>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Students will participate in state-mandated assessments to include CAASPP/Smarter Balanced, CELDT, Fitnessgram. Middle and High School Counselors, Admissions and Athletic Director track exam scores using a data warehouse system (Aeries.net).	Schoolwide	<u>  x  ALL</u> <u>OR:</u> <u>  Low Income pupils  English Learners</u> <u>  Foster Youth  Redesignated fluent English proficient  Other</u> <u>Subgroups:(Specify)_____</u>	\$5065 (see object code 4300)
	All high school students will be encouraged and supported in the taking of all AP exams. College Counselor coordinates student signup, administration of exams, and tracks passage of AP exams with score of 3 or higher. At a minimum, students take the AP level of core classes (AP English, Math, Science, and History).	Schoolwide	<u>  x  ALL</u> <u>OR:</u> <u>  Low Income pupils  English Learners</u> <u>  Foster Youth  Redesignated fluent English proficient  Other</u> <u>Subgroups:(Specify)_____</u>	\$7,725 (see object code 2200)
	Math diagnostic and reading level diagnostic (QRI) administered at beginning of school year determines needs of incoming 6th graders. Participation and outcomes of Math enrichment class, CAHSEE support class monitored by advisory, academic and counseling departments.	Schoolwide	<u>  x  ALL</u> <u>OR:</u> <u>  Low Income pupils  English Learners</u> <u>  Foster Youth  Redesignated fluent English proficient  Other</u> <u>Subgroups:(Specify)_____</u>	\$700 (see object code 4300)

<p>Instructional aides are based in ELA and other classrooms to provide direct support to students, not only those with IEPs but other students needing assistance, as opposed to using a pull-out model that takes the student away from the classroom. Over 80 college students from UCSD work with students in classes each quarter</p>	<p>Schoolwide</p>	<p><u><input checked="" type="checkbox"/> ALL</u>  <u>OR:</u>  <u>Low Income pupils    English Learners</u>  <u>Foster Youth    Redesignated fluent English proficient    Other</u>  <u>Subgroups:(Specify) _____</u></p>	<p>\$8,240 (see object code 2100)</p> <p>\$20,600 (see object code 2200)</p>
<p>For EL students to be reclassified they need to pass CELDT, have a CST score of 300 (basic) or higher, and be recommended by current ELA teacher. Literacy enrichment and monitoring result in the majority of students reclassifying by grade 7. English learners will achieve reclassification by 9<sup>th</sup> grade and proficiency (3 consecutive years of proficient level on CST) by graduation.</p>	<p>Schoolwide</p>	<p><u>ALL</u>  <u>OR:</u>  <u>Low Income pupils    X English Learners</u>  <u>Foster Youth    Redesignated fluent English proficient    Other</u>  <u>Subgroups:(Specify) _____</u></p>	<p>\$5,665 (see object code 2200)</p>

GOAL:	5: Pupil Outcomes – Other	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>x</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need : Pupil Outcomes – Priority 8 – Other Student Outcomes

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

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• PSAT Exam Completion</li> <li>• SAT Exam Completion</li> <li>• College Readiness and Application</li> <li>• Access to Higher Education</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All 9 <sup>th</sup> and 11 <sup>th</sup> graders will take the PSAT. Counseling team monitors test results.	Schoolwide	<u>x ALL</u>	0
All high school students take the SAT. HS Counselor tracks test results	Schoolwide	<u>x ALL</u>	0
10 <sup>th</sup> graders take at least Euro Hist AP exam 11 <sup>th</sup> graders take at least Eng Lang & US Hist AP exam 12 <sup>th</sup> graders take at least Eng Lit & US Gov Ap exam All students take Spanish through the AP Spanish class Upon graduation, all students will have taken 6-9 AP exams. Students may elect to take additional AP classes and the associated exams.		<u>x ALL</u> <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	See AP cost above
College counselor works with colleges to arrange visits, works with students on campus matching. Tracking example: A-G completion rate: 95% for class of 2014 College application rate: 100% for class of 2014 College acceptance rate: 92% for class of 2014.	Schoolwide	<u>x ALL</u>	\$30,900 (see object code 2200)
College counselor utilizes Naviance software for scholarship applications. Annual onsite financial aid instruction & ongoing support from UCSD Financial Aid Office. College counselor typically announces between \$1M and \$2M in scholarships for graduating seniors annually.	Schoolwide	<u>x ALL</u>	\$30,900 (see object code 2200)

GOAL:	6: Engagement – Parent Involvement	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Engagement – Priority 3 – Parental Involvement
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Goal Applies to:	Schools: Preuss
Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Opportunities for Parental Participation</li> <li>• Opportunities for Parental Input</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Monthly PTA Executive Committee meetings to discuss shared goals and projects.</p> <p>Monthly Saturday morning parent meetings: free parking, child care, guest speakers, translation, college prep information regarding application and registration process, financial aid applications.</p> <p>PTA President participates in monthly Board meetings.</p> <p>Enrollment and Orientation Day Saturdays - Newly-enrolled students and their parents learn about school policies and procedures, complete forms, buy uniforms, get bus routes</p> <p>New Parent Academy: Welcome to parents of entering students with information on providing home environment conducive to learning, explanation of advisory, info on curriculum, resources, expectations, pathways of communication, services available.</p> <p>12<sup>th</sup> Grade Student and Parent College Information Saturday</p> <p>11<sup>th</sup> Grade Student and Parent College Information Saturday</p> <p>12<sup>th</sup> Grade Financial Aid Saturday – UCSD financial aid team walks parents through the app online</p> <p>Student Roundtables: Parents invited to discuss their student's performance and engagement, strategies for success</p> <p>Computers 4 Kids non-profit offers discounted recycled computers to parents.</p>	Schoolwide	<p><u>x ALL</u></p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u> <u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u> _____</p>	\$20,000 (see object code 2200)
<p>Staff, students, parents have access to a user-friendly, real-time student data monitoring system (Aeries.com).</p> <p>Annual parent survey to identify needs, satisfaction, concerns.</p>	Schoolwide	<p><u>x ALL</u></p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p>	See Aeries cost above

EduLink (robo-dial) software available to send home advance notice of critical events, important updates, and emergency notifications.		<u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Edulink \$1741 (see object code 4400)
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Opportunities for Parental Participation</li> <li>• Opportunities for Parental Input</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Monthly PTA Executive Committee meetings to discuss shared goals and projects.</p> <p>Monthly Saturday morning parent meetings: free parking, child care, guest speakers, translation, college prep information regarding application and registration process, financial aid applications</p> <p>PTA President participates in monthly Board meetings.</p> <p>Enrollment and Orientation Day Saturdays - Newly-enrolled students and their parents learn about school policies and procedures, complete forms, buy uniforms, get bus routes</p> <p>New Parent Academy: Welcome to parents of entering students with information on providing home environment conducive to learning, explanation of advisory, info on curriculum, resources, expectations, pathways of communication, services available.</p> <p>12<sup>th</sup> Grade Student and Parent College Information Saturday</p> <p>11<sup>th</sup> Grade Student and Parent College Information Saturday</p> <p>12<sup>th</sup> Grade Financial Aid Saturday – UCSD financial aid team walks parents through the app online</p> <p>Student Roundtables: Parents invited to discuss their student's performance and engagement, strategies for success</p> <p>Computers 4 Kids non-profit offers discounted recycled computers to parents.</p>	Schoolwide	<p><u>x ALL</u></p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u> <u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	\$20,600 (see object code 2200)
<p>Staff, students, parents have access to a user-friendly, real-time student data monitoring system (Aeries.com).</p> <p>Annual parent survey to identify needs, satisfaction, concerns.</p> <p>EduLink (robo-dial) software available to send home advance notice of critical events, important updates, and emergency notifications.</p>	Schoolwide	<p><u>x ALL</u></p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u> <u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	See Aeries cost above  Edulink \$1741 (see object code 4400)

**LCAP Year 3: 2018-19**

Expected Annual	<ul style="list-style-type: none"> <li>• Opportunities for Parental Participation</li> </ul>
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Measurable Outcomes:		• Opportunities for Parental Input	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Monthly PTA Executive Committee meetings to discuss shared goals and projects.</p> <p>Monthly Saturday morning parent meetings: free parking, child care, guest speakers, translation, college prep information regarding application and registration process, financial aid applications</p> <p>PTA President participates in monthly Board meetings.</p> <p>Enrollment and Orientation Day Saturdays - Newly-enrolled students and their parents learn about school policies and procedures, complete forms, buy uniforms, get bus routes</p> <p>New Parent Academy: Welcome to parents of entering students with information on providing home environment conducive to learning, explanation of advisory, info on curriculum, resources, expectations, pathways of communication, services available.</p> <p>12<sup>th</sup> Grade Student and Parent College Information Saturday</p> <p>11<sup>th</sup> Grade Student and Parent College Information Saturday</p> <p>12<sup>th</sup> Grade Financial Aid Saturday – UCSD financial aid team walks parents through the app online</p> <p>Student Roundtables: Parents invited to discuss their student's performance and engagement, strategies for success</p> <p>Computers 4 Kids non-profit offers discounted recycled computers to parents.</p>	Schoolwide	<p><u> x ALL</u></p> <p><u>OR:</u></p> <p><u>Low Income pupils    English Learners</u></p> <p><u>Foster Youth    Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	<p>\$21,218 (see object code 2200)</p>
<p>Staff, students, parents have access to a user-friendly, real-time student data monitoring system (Aeries.com).</p> <p>Annual parent survey to identify needs, satisfaction, concerns.</p> <p>EduLink (robo-dial) software available to send home advance notice of critical events, important updates, and emergency notifications.</p>	Schoolwide	<p><u> x ALL</u></p> <p><u>OR:</u></p> <p><u>Low Income pupils    English Learners</u></p> <p><u>Foster Youth    Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	<p>See Aeries cost above</p> <p>EduLink \$1741 (see object code 4400)</p>

GOAL:	7: Engagement – Pupil Engagement	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>x</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Engagement – Priority 5 – Pupil Engagement		
Goal Applies to:	Schools: Preuss	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Maintain positive attendance rates</li> <li>• Provide opportunities for participation in athletics</li> <li>• Provide opportunities for student leadership activities</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students have access to support personnel in the areas of health, social/emotional and/or behavior as needed.</p> <p>Networking of supports by school psychologist, middle and high school counselors, clinical psychologists, vice principal.</p> <p>Daily attendance monitoring – immediate calls home, letters to home, reminders in newspaper and bulletin with attendance data</p> <p>Weekly check-in at student services meeting regarding progress of need-identified students</p>	Schoolwide	<u>x ALL</u> <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English</u> <u>proficient Other</u> <u>Subgroups:(Specify)</u>	Not funded by LCFF, ~\$400,000 (see object codes 1200 and 1300)
<p>Preuss offers the following sports opportunities to its students, coached by highly-qualified teachers:</p> <p>Girls Volleyball, Boys Soccer, Girls Soccer, Boys Basketball, Girls Basketball</p> <p>Boys Lacrosse, Girls Lacrosse, Cross Country</p>	Schoolwide	<u>x ALL</u>	Not funded by LCFF, ~\$400,000 (see object codes 1200 and 1300)
<p>Club meetings, notes, school and off-campus activities supported by guidance of teachers and VP for the following:</p> <p>Youth at Law, Lorax Garden Club, Chelsea's Light Peer Corps, Science Olympiad, Model United Nations, National Honors Society, Robotics, First Lego League, Interact Club, Running Club, Ecology Club, Gay Straight Alliance, Debate Club, Anime Club, Surf'n Serve, Global Youth Project, Dreamers, Multicultural Club, Therapeutic Writing Club, SAT/ACT Prep Club, FIDM Fashion Club, FANCY (Focused and Naturally Confident Youth)</p>	Schoolwide	<u>x ALL</u> <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English</u> <u>proficient Other</u> <u>Subgroups:(Specify)</u>	0

GOAL:	8: Engagement – School Climate	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>x</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Engagement – Priority 6 – School Climate
Goal Applies to:	Schools: Preuss Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Minimization of health-related absences or barriers</li> <li>• Improvement of suspension and expulsion rates</li> <li>• Anti-bullying environment</li> <li>• Provision of academic, career, and personal support through mentoring program</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Preuss employs a full-time nurse who strives for a 100% immunization rate, and educates students and families in health practices such as adequate nutrition and disease prevention. Provides vision and hearing screening. Annual staff training in CPR, bloodborne pathogens. Tracking of all health interventions, illness trends, immunizations, parent/family linkages to community resources such as clinics, insurance coverage.	Schoolwide	<u>x ALL</u> OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient Other</u> Subgroups:(Specify) _____	\$127,308  (see object code 5800)
Preuss employs a full-time supervisor to assist during bus arrival and departure, during passing and lunch periods and at sports activities. Weekly student services meetings are held to address individual student needs and situations.	Schoolwide	<u>x ALL</u>	\$58,618  (see object code 2900)
Under the guidance of school counselor and teacher, Chelsea's Light Foundation funds a group of students to become trained and groomed as peer counselors for the student body.	Schoolwide	<u>x ALL</u>	Gifts - \$4,700 (see object code 1200)
Over 60 background-checked mentors work with students who apply to the program or are identified by student services as needing a mentor. Matches may last several years and provide career/workplace discussion opportunities and off-campus activities not always available to first-in-family students. Maintain recruitment program of additional mentors, assess effectiveness of program through annual survey, quarterly meetings, and mentor appreciation event. Track mentoring activity using software, provide mentoring PD and/or guest speakers.	Schoolwide	<u>x ALL</u> OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient Other</u> Subgroups:(Specify) _____	\$20,600 (see object code 2200)

## 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?

### 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.)

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.

Due to its high number of low-income students as defined by the Free and Reduced Meal Program, Preuss has established a schoolwide program. All standards-aligned curriculum, highly-qualified teaching staff, extended learning time, 7-year advisory program, and supports and services such as tutoring, mentoring, academic credit recovery, literacy and math enrichment, and college-going supports are accessible to all students and continually upgraded to support a unified and focused goal of 100% graduation rates and 100% acceptance to a four-year college.

Due to a stable enrollment pattern with a 300+ waiting list, The Preuss School UCSD can plan to receive \$1,533,980, \$1,552,533 and \$1,592,083 in supplemental and concentration grants over the next three years, using a 95.5% unduplicated count for the supplemental grant and 63.26% for the concentration grant in the FCMAT LCFF calculator. This represents a 12.18%, 16.51%, and 8.66% minimum proportionality percentage (MPP) increase, or improvement in services.

#### 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. **Dropouts: 0**
- (3) Divide (1) by (2). **Dropout rate: 0%**

(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. **Graduating seniors: 132**
- (2) The total number **cohort members. 131**
- (3) Divide (1) by (2). **99.24%**

(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). **Suspensions: 39**
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30). **UC: 840**
- (3) Divide (1) by (2). **Suspension rate: 4.6%**

(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). **Expulsions: 0**
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30). **Expulsion rate: 0**
- (3) Divide (1) by (2).