### Preuss LCAP Update Following 2015-16

#### Original Goal from Prior Year LCAP:

**1. Conditions of Learning: Priority 1 (Basic Services)**
Attract highly qualified teachers with greatest subject matter knowledge and pedagogy skills

#### Goal Applies to:

- **Schools:** All
- **Applicable Pupil Subgroups:** All

#### Expected Annual Measurable Outcomes:

All teaching staff are credentialed; none teach outside of his/her area of competency. In 2013-14, 80% of teachers have advanced degrees

#### Actual Annual Measurable Outcomes:

All teaching staff are credentialed; none teach outside of his/her area of competency. In 2014-15, 80% continue to have advanced degrees

#### LCAP Year: 2015-2016

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated/Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>$6180</td>
<td>Open recruitment required teachers degreed in core academic subjects and CLAD/BCLAD or CTEL certified, a multidisciplinary panel interviewed candidates and lesson auditions were required. HR recruited via UCSD and EdJoin, and conducted annual CBEDS review to monitor percentage of highly qualified teaching staff</td>
<td>$750</td>
</tr>
</tbody>
</table>

#### Scope of service:

- **x ALL** School-wide
- **OR:**
  - _Low Income pupils _ English Learners
  - _Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)

#### What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No changes to actions, services or goals. Cost for EdJoin may increase.
**1. Conditions of Learning: Priority 1 (Basic Services)**

Provide supports and incentives to retain highly qualified teachers

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**Related State and/or Local Priorities:**

1. 2. 3. 4. 5. 6. 7. 8.

COE only: 9. 10.

Local: Specify _____________________

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**Goal Applies to:**

Schools: All

Applicable Pupil Subgroups: All

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**Expected Annual Measurable Outcomes:**

- BTSA completion
- Staff developer arranges speakers, teachers work individually and departmentally to reach goals self-selected from the CCSS.
- Dept chairs support, report out at IST meetings, integrate into curriculum

**Actual Annual Measurable Outcomes:**

- BTSA was completed by two teachers
- Staff developer Jan Gabay arranged speakers, teachers worked individually and departmentally to reach goals self-selected from the CCSS, and demonstrated in Individual Professional Development Plans (IPDPs).
- Dept chairs supported their staff, reported out at IST meetings, and integrated improvements into curriculum

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**LCAP Year: 2015-2016**

**Planned Actions/Services**

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preuss to support beginning teachers’ continuing development.</td>
<td></td>
</tr>
<tr>
<td>• 105 minutes of rigorous staff development time each week devoted to guest speakers and Individual Professional Development Plans (IPDP).</td>
<td></td>
</tr>
<tr>
<td>• AP and CCSS staff development during non-school hours</td>
<td></td>
</tr>
</tbody>
</table>

$5000

**Actual Actions/Services**

<table>
<thead>
<tr>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preuss supported beginning teachers’ continuing development.</td>
</tr>
<tr>
<td>• 105 minutes of rigorous staff development time each week devoted to guest speakers and Individual Professional Development Plans (IPDP).</td>
</tr>
<tr>
<td>• AP and CCSS staff development was also conducted during non-school hours</td>
</tr>
</tbody>
</table>

$3000

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**Scope of service:**

- School-wide

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**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals. Cost for BTSA may increase.
1. Conditions of Learning: Priority 1 (Basic Services)

Maintain safe environment conducive to learning

**Original GOAL from prior year LCAP:**

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

**Expected Annual Measurable Outcomes:**
Routine maintenance and repair managed by UCSD Facilities Mgt with goals and deadlines monitored and adjusted by Long Range Planning Committee. Monitor internet safety.

**Actual Annual Measurable Outcomes:**
Routine maintenance and repair were managed by UCSD Facilities Mgt. Goals and deadlines were monitored and adjusted by Long Range Planning Committee, including new contracts for alarm and sprinkler inspections. Internet safety monitored by UCSD ACT.

**LCAP Year:** 2015-2016

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings, playing field, fire alarm and sprinkler systems, security alarms, technological systems in good repair, under service contracts, monitored by FTE building supervisor, IT administrator. Additional AC planned for 2014-15.</td>
<td>$180,565</td>
<td>Buildings, playing field, fire alarm and sprinkler systems, security alarms, technological systems in good repair, under service contracts, monitored by FTE building supervisor, IT administrator. No additional AC was installed; Prop 39 Energy Audit was completed and Energy Plan is under development. Exterior security cameras were installed.</td>
<td>$230,000</td>
</tr>
</tbody>
</table>

**Scope of service:** School-wide

| x ALL

**OR:**
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

Subgroups: (Specify)________________________

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals.
# Conditions of Learning: Priority 1 (Basic Services)

**Equitable access to materials**

**Related State and/or Local Priorities:**
1. 2. 3. 4. 5. 6. 7. 8. COE only: 9. 10.

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

**Expected Annual Measurable Outcomes:**
- 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.

**Actual Annual Measurable Outcomes:**
- All expected outcomes were met. An additional service for AP exam study, Learnerator, was purchased late in the year.

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## LCAP Year: 2015-2016

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Standards-aligned curriculum and digital resources are available for on-site and home use. Classrooms currently have one computer for every two students; plans are to add laptops to achieve 1:1 ratio.</td>
<td>$109,273</td>
<td>- Standards-aligned curriculum and digital resources continue to be available for on-site and home use. Approximately half of classrooms have one computer for each student, with the rest having a 1:2 ratio.</td>
<td>$94,604</td>
</tr>
<tr>
<td>- Computers 4 Kids program offers families low-priced computers for home use</td>
<td></td>
<td>- Computers 4 Kids held its annual computer sale at a Saturday PTA meeting to reach a maximum number of families.</td>
<td></td>
</tr>
<tr>
<td>- School will explore school-to-home computers if resources become available.</td>
<td></td>
<td>- The school has not achieved 1:1 ratio of computers and will hold off on school-to-home computers until this is accomplished.</td>
<td></td>
</tr>
</tbody>
</table>

**Scope of service:**
- Schoolwide

**x ALL**

**OR:**
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

**Subgroups (Specify):**

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**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals. Expenditures may increase if subscriptions to various services up their pricing.
### Original GOAL from prior year LCAP:


Develop and implement Common Core State Standards-aligned curriculum geared toward completion of A-G requirements

| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All |
|------------------|-------------|---------------------------------
| LCAP Year: 2015-2016 |

**Expected Annual Measurable Outcomes:**

- Annual review at last IST meeting of year; presentations are given by each department. Individual IPDPs are included in teacher portfolios graded by the school principal.

**Actual Annual Measurable Outcomes:**

- Annual review at last IST meeting of year; presentations were given by each department and included in teacher portfolios graded by the school principal. A-G course submission documents developed, UC approval of Integrated Math progression.

### Related State and/or Local Priorities:

1. 2.x 3. 4. 5. 6. 7. 8.

CDE only: 9. 10.

Local: Specify ____________________

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### Planned Actions/Services

<table>
<thead>
<tr>
<th></th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept chairs work with departments to create scope and sequence toward integration of Common Core in all core subjects</td>
<td>$0</td>
<td>Dept chairs worked with their departments, creating scope and sequence toward integration of Common Core in all core subjects, integrating concepts shared at weekly staff development sessions.</td>
</tr>
<tr>
<td><strong>Scope of service:</strong></td>
<td>School-wide</td>
<td><strong>Scope of service:</strong></td>
</tr>
<tr>
<td><strong>x</strong> ALL</td>
<td></td>
<td><strong>x</strong> ALL</td>
</tr>
</tbody>
</table>

**OR:**

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

Subgroups: (Specify) ________________

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### What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No changes to actions, services or goals.
### Conditions of Learning: Priority 2 (Implementation of State Standards)

Offer professional development designed to support and enhance implementation of CCSS

<table>
<thead>
<tr>
<th>Related State and/or Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>COE only:</td>
</tr>
<tr>
<td>Local: Specify ____________________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher portfolios include samples of integrated scopes and sequences for new standards.</td>
</tr>
<tr>
<td>Department funds used for common resources and texts for professional development. Example: The Common Core Companion: The Standards Decoded (Corwin Literacy), versions for grades 6-8 and grades 9-12; What's the Big Idea: Question-Driven Units to Motivate Reading, Writing, and Thinking (Heinemann).</td>
</tr>
</tbody>
</table>

**Expected outcomes met**

<table>
<thead>
<tr>
<th>Actual Annual Measurable Outcomes:</th>
</tr>
</thead>
</table>

**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Developer plans goals with each department through chairs at faculty, IST and education committees to include coaching in CCSS curriculum, instruction, and assessments. Examples: Special training and in-service for ELA teachers: San Diego Area Writing Project (SDAWP) workshops, Pre-AP English summer institute; attendance at conferences such as the International Reading Association; Common Core Standards training; Socratic Seminar training. Ongoing review and in-service on technology that supports student skills in CCSS testing, research and writing.</td>
<td>$30,000</td>
<td>Actions/services accomplished. In addition, Math teachers were released ½ day from class to develop progression of math courses from grades 6 through Calculus as well as scope and sequence of each course.</td>
<td>$30,000</td>
</tr>
</tbody>
</table>

**Scope of service:** School-wide

**x** ALL

OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

Subgroups: (Specify)________________________

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No changes to actions, services or goals.
Original GOAL from prior year LCAP:

Support implementation of technological resources


<table>
<thead>
<tr>
<th>Goal Applies to:</th>
<th>Schools: All</th>
<th>Applicable Pupil Subgroups: All</th>
</tr>
</thead>
</table>

**Expected Annual Measurable Outcomes:**

- Two-year transition to computer-supported instruction and computer-based assessment—plan for 1:1 student/computer ratio. Details of implementation in Tech Plan submitted to and approved by CDE

**Actual Annual Measurable Outcomes:**

- Halfway to 1:1 student/computer ratio.

**LCAP Year: 2015-2016**

**Planned Actions/Services**

- Develop instructional leadership to guide acquisition of computer skills and digital literacy.
- Training in protocols for examining student work (e.g. using data to inform instruction, testing data, etc.)

**Budgeted Expenditures:** $0

**Actual Actions/Services**

- Aeries Analytics not being used, contract not renewed.
- Opening of parent portal resulted in more examination of student work by students, parents and teachers. Email of pink progress reports rather than hard copy circulation is being discussed at IST meetings.

**Estimated Actual Annual Expenditures:** $0

**Scope of service:** School-wide

**OR:**

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

Subgroups: (Specify) __________________________________________

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals.
<table>
<thead>
<tr>
<th>Original GOAL from prior year LCAP:</th>
<th>Related State and/or Local Priorities: 2 3 4 5 6 7 8 COE only: 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Conditions of Learning: Priority 2 (Implementation of State Standards)</strong></td>
<td>Support Schoolwide Literacy Goals</td>
</tr>
<tr>
<td><strong>Goal Applies to:</strong></td>
<td><strong>Applicable Pupil Subgroups:</strong></td>
</tr>
<tr>
<td>Schools: All</td>
<td>All</td>
</tr>
<tr>
<td><strong>Expected Annual Measurable Outcomes:</strong></td>
<td><strong>Actual Annual Measurable Outcomes:</strong></td>
</tr>
<tr>
<td>Improvement in literacy across variety of assessments. All students will meet state CAASP targets that figure into the API and AYP. Preuss will show a 10% annual increase in the number of students who reach proficiency in English, Math, and selected literacy subject tested.</td>
<td>No new data available.</td>
</tr>
<tr>
<td></td>
<td><strong>LCAP Year: 2015-2016</strong></td>
</tr>
<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
</tr>
<tr>
<td><strong>6th grade Literacy Enrichment</strong></td>
<td><strong>Budgeted Expenditures</strong></td>
</tr>
<tr>
<td><strong>Readers and Writers Workshop</strong> elective</td>
<td><strong>Actual Actions/Services</strong></td>
</tr>
<tr>
<td>Exercise &amp; Health Science: students reading texts applicable to real-life situations &amp; answering critical thinking questions, using dialectical response journals, introduced to professional journals</td>
<td><strong>Estimated, Actual Annual Expenditures</strong></td>
</tr>
<tr>
<td><strong>Math</strong>: more free response questions, written performance tasks, use of math vocabulary charts and online texts and programs, integrated Math CC textbooks</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>: Scope &amp; Sequence in argumentation, guided inquiry, discussion. Interactive notebooks, emphasis on gathering research, using reliable resources, developing databases, outlines, frames, graphic organizers</td>
<td></td>
</tr>
<tr>
<td><strong>Scope of service:</strong> School-wide</td>
<td><strong>Scope of service:</strong> School-wide</td>
</tr>
<tr>
<td><strong>x__ ALL</strong></td>
<td><strong>x__ ALL</strong></td>
</tr>
<tr>
<td>OR:</td>
<td>OR:</td>
</tr>
<tr>
<td>__Low Income pupils __English Learners</td>
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</tr>
<tr>
<td>__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</td>
<td>__Foster Youth __Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | No changes to actions, services or goals.
### 2. Conditions of Learning: Priority 2 (Implementation of State Standards)

Support Schoolwide Numeracy Goals

**Expected Annual Measurable Outcomes:**

- Improvement in numeracy across variety of assessments. All students will meet state CAASP targets that figure into the API and AYP. Preuss will show a 10% annual increase in the number of students who reach proficiency in English, Math, and selected literacy subject tested.

**Actual Annual Measurable Outcomes:**

- Improvement in numeracy across variety of assessments. 95% of students will reach proficiency in CAHSEE mathematics test.

**In mathematics, students’ progress will be assessed in a variety of ways, including common summative tests and performance tasks.**

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**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts:</strong> 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. <strong>Math:</strong> 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. <strong>Science:</strong> 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.</td>
<td>All planned actions and services were implemented</td>
<td>$4000</td>
<td>$3600</td>
</tr>
</tbody>
</table>

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**Scope of service:** School-wide

x ___ ALL

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**Scope of service:** School-wide

x ___ ALL
**Original GOAL from prior year LCAP:**

### 2. Conditions of Learning: Priority 2 (Implementation of State Standards)

Support School-wide Data Use and Analysis Goals

**Related State and/or Local Priorities:**

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

**Goal Applies to:**

<table>
<thead>
<tr>
<th>Schools:</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable Pupil Subgroups:</td>
<td>All</td>
</tr>
</tbody>
</table>

**Expected Annual Measurable Outcomes:**

- Improved collection, organization and distribution of data for instructional planning and student academic achievement across all departments
- Aeries Analytics: Training in protocols for examining student work (e.g. using data to inform instructional approaches)
- Aeries.com: Training in use of parent and student portals to provide feedback loops for each

**Actual Annual Measurable Outcomes:**

- Aeries Analytics: Was discontinued.
- Aeries.com: Training in use of parent and student portals to provide feedback loops for each occurred and was successful.

**Fitness Test Results:**

- 7th grade: 78% students in Healthy Fitness Zone (HFZ)
- 9th grade: 75% students in HFZ

**LCAP Year:** 2015-2016

**Planned Actions/Services**

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science: use Aeries Analytics to provide information about standardized test scores in science which teachers review, use Grade Cam to perform item analysis for tests</td>
<td>Aeries Analytics will not be used.</td>
<td>$6,000</td>
</tr>
<tr>
<td>Exercise and Health Science: Students evaluate, record, and reflect after each mile run, create personal goals to apply to their next run, evaluate if their goals were applicable and realistic or out of reach. Fitnessgram: students perform a “pre FitnessGram test” at the beginning of the year to assess their current physical state. After the test, students evaluate their scores in comparison to the healthy fitness zone, to address any areas of concern. Teachers use this data to create directed-lesson plans addressing the students’ needs. Nutrition Survey: in 2013, each student completed a Nutritional Survey addressing student consumption of meals and snacks on campus. The results from the survey were used to create lessons on the importance of eating balanced meals, and not skipping meals.</td>
<td>All other actions and services were implemented.</td>
<td>$6,000</td>
</tr>
</tbody>
</table>

**Scope of service:**

<table>
<thead>
<tr>
<th>School-wide</th>
</tr>
</thead>
</table>

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

Next year Aeries Analytics will not be used.
3. Conditions of Learning: Priority 7 (Course Access)

Maintain a College Preparatory Curriculum for all students

**Related State and/or Local Priorities:**

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__

COE only: 9__ 10__

Local: Specify _____________________

**Goal Applies to:**

Schools: All

Applicable Pupil Subgroups: All

**Expected Annual Measurable Outcomes:**

Counseling team tracks % of students who complete A-G requirement for admission to UC and State universities and % of graduating seniors admitted to a 4-year university.

**Actual Annual Measurable Outcomes:**

Counseling team tracked % of students who complete A-G requirements for admission to UC and State universities and % of graduating seniors admitted to a 4-year university.

**LCAP Year:** 2015-2016

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide intensive college preparatory curriculum and learning environment in which all students develop their academic, personal, and social abilities to become life-long learners.</td>
<td>$0</td>
<td>Provided intensive college preparatory curriculum and learning environment in which all students develop their academic, personal, and social abilities to become life-long learners.</td>
<td>$0</td>
</tr>
</tbody>
</table>

Scope of service: School-wide

x__ ALL

OR:

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other

Subgroups: (Specify)________________________

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals.
3. Conditions of Learning: Priority 7 (Course Access)

Original GOAL from prior year LCAP:
Provide Extended Learning Time to include strategic interventions or additional electives

Expected Annual Measurable Outcomes:
Timely completion of A-G requirements, time for scaffolding and supports to maintain attendance and academic performance indicators.

Actual Annual Measurable Outcomes:
Timely completion of A-G requirements, time for scaffolding and supports to maintain attendance and academic performance indicators.

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

<table>
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<tr>
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<tbody>
<tr>
<td>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.</td>
<td>$654,088</td>
<td>All services implemented</td>
<td>$700,000</td>
</tr>
</tbody>
</table>

Scope of service:
School-wide

x__ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient __Other
Subgroups: (Specify) ___________________

LCAP Year: 2015-2016

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
No changes to actions, services or goals. Costs may increase due to increases in contracts.
3. Conditions of Learning: Priority 7 (Course Access)

Original GOAL from prior year LCAP:
Rigorous single-track academic program in all required areas of study

Expected Annual Measurable Outcomes:
- AP Test Results May 2014
  - 343 AP Students with total of 840 AP Exams taken in 15 subjects
  - 38.9% of exams received a score of 3 or higher
  - 59% AP students received a score of 3 or higher
  - 50 AP Scholars
  - 10 AP Scholars with Honor
  - 14 AP Scholars with Distinction

Actual Annual Measurable Outcomes:
- AP Test Results May 2015
  - 371 AP Students with total of 943 AP Exams taken in 11 subjects
  - 31% of exams received a score of 3 or higher
  - 63% AP students received a score of 3 or higher
  - 50 AP Scholars
  - 10 AP Scholars with Honor
  - 14 AP Scholars with Distinction

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

Planned Actions/Services
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.

- Budgeted Expenditures: $7500
- Actual Actions/Services: All services implemented
- Estimated Actual Annual Expenditures: $7500

Scope of service: School-wide

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
No changes to actions, services or goals. Costs may increase due to increases in AP exams.
### Conditions of Learning: Priority 7 (Course Access)

**Original GOAL from prior year LCAP:**
Require Advisory/University Prep coursework

**Expected Annual Measurable Outcomes:**
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.

**Actual Annual Measurable Outcomes:**
All expected outcomes met.

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

**Planned Actions/Services**
Mandatory course for grades 6-12 optimally with same teacher through graduation. Teacher assists with initial literacy and other skill assessment, study skill development, communication with home, and eventual college selection and application process.

**Budgeted Expenditures:**
$500,000

**Actual Actions/Services:**
All services implemented

**Estimated Actual Annual Expenditures:**
$500,000

**Scope of service:**
- School-wide

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**
No changes to actions, services or goals.
3. Conditions of Learning: Priority 7 (Course Access)

Modernization/Technology

**Original GOAL from prior year LCAP:**

- Conditions of Learning: Priority 7 (Course Access)

**Related State and/or Local Priorities:**

1 2 3 4 5 6 7 x 8

COE only: 9 10

Local: Specify ________________

**Goal Applies to:**

- Schools: All
- Applicable Pupil Subgroups: All

**Expected Annual Measurable Outcomes:**

- Increased completion rates for A-G requirements through additional learning platforms
- Annual survey to check for off-campus accessibility to email, websites, digital resources

**Actual Annual Measurable Outcomes:**

- Data for current year not yet available.
- Survey will be taken in Fall 2017.

**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have access to technology devices at school that support their 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.</td>
<td>$154,500</td>
<td>All services implemented</td>
<td>$120,080</td>
</tr>
</tbody>
</table>

Scope of service:

- School-wide

x ALL

OR:

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

Subgroups: (Specify) ________________

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>School-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>x ALL</td>
<td></td>
</tr>
</tbody>
</table>

OR:

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

Subgroups: (Specify)

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No changes to actions, services or goals.
### 3. Conditions of Learning: Priority 7 (Course Access)

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

**Expected Annual Measurable Outcomes:**
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.

**Actual Annual Measurable Outcomes:**
Expected outcomes met.

### LCAP Year: 2015-2016

**Planned Actions/Services**
- 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 receive added support through their advisory classes, after school and lunch time tutoring, and inventions through parent-involved round tables.

**Scope of service:**
- School-wide

**Budgeted Expenditures**
- $19,100

**Actual Actions/Services**
- All services implemented

**Estimated Actual Annual Expenditures**
- $23,500

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

### What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
No changes to actions, services or goals. Expenditures will increase as stipends and busing costs go up.
### 3. Conditions of Learning: Priority 7 (Course Access)

Provide Academic Credit Recovery during both Summer Session and academic year

**Original GOAL from prior year LCAP:**

- Related State and/or Local Priorities:
  
  1. 2. 3. 4. 5. 6. 7. x. 8.

  COE only: 9. 10.

  Local: Specify ________________________

**Goal Applies to:**

- Schools: All
- Applicable Pupil Subgroups: All

**Expected Annual Measurable Outcomes:**

- Completion of classes toward graduation and UC/CSU eligibility

**Actual Annual Measurable Outcomes:**

- Completion of classes toward graduation and UC/CSU eligibility

---

**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using online curriculum (APEX) guided by highly-qualified teachers, students are able</td>
<td>$25517</td>
<td>APEX coursework offered during summer school and into fall</td>
</tr>
<tr>
<td>to repeat select coursework to avoid missing any courses required for graduation or</td>
<td></td>
<td>semester to allow students to complete course. $25517</td>
</tr>
<tr>
<td>UC/CSU eligibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope of service: School-wide</td>
<td>x. ALL</td>
<td>Scope of service: School-wide</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
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<tr>
<td>OR:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income pupils __English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth __Redesignated fluent English proficient __Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subgroups: (Specify) ____________________________________________________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

- No changes to actions, services or goals. Expenditures will increase if larger numbers of students require APEX licenses.
**4. Pupil Outcomes: Priority 4 (Achievement)**

**Original GOAL from prior year LCAP:**
Mandated Testing completion

**Related State and/or Local Priorities:**

1. 
2. 
3. 4.x
5. 6. 7. 8.

COE only: 9. 10.

Local: Specify ______________________

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

**Expected Annual Measurable Outcomes:**
Middle and High School Counselors, Admissions and Athletic Director track exam scores using a data warehouse system (Aeries.net).

**Actual Annual Measurable Outcomes:**
Outcomes met.

**LCAP Year: 2015-2016**

**Planned Actions/Services**

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will participate in state-mandated assessments to include: CAASPP/Smarter Balanced CELDT, CAHSEE Fitnessgram</td>
<td>$4917</td>
<td>Actions/services met through independent CASSPP testing as well as district CELDT, CAHSEE and Fitnessgram.</td>
</tr>
<tr>
<td>$4917</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scope of service:**
School-wide

**OR:**

- x ALL

**Subgroups:**
Low Income pupils  English Learners
Foster Youth  Redesignated fluent English proficient  Other

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals. Expenditures will increase if test fees increase.
### 4. Pupil Outcomes: Priority 4 (Achievement)

**EAP completion**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Counselor monitors for college entrance purposes in data warehouse.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Related State and/or Local Priorities:**

1. 2. 3. 4. 5. 6. 7. 8.

COE only: 9. 10.

Local: Specify ____________________

**LCAP Year:** 2015-2016

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Estimated/Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11th grade students take the Early Assessment Program to cover college entrance requirements.</strong></td>
<td>Actions/services for EAP were met.</td>
<td></td>
</tr>
<tr>
<td>Scope of service: School-wide</td>
<td>Scope of service: School-wide</td>
<td></td>
</tr>
<tr>
<td>x. ALL</td>
<td>x. ALL</td>
<td></td>
</tr>
</tbody>
</table>

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

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals.
4. Pupil Outcomes: Priority 4 (Achievement)

Original GOAL from prior year LCAP:
AP completion

Expected Annual Measurable Outcomes:
At a minimum, students take the AP level of core classes (AP English, Math, Science, and History).

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

Actual Annual Measurable Outcomes:
Outcomes met.

LCAP Year: 2015-2016

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated/Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All high school students will be encouraged and supported in the taking of all AP exams.</td>
<td>$7500</td>
<td>Actions/services for AP were met.</td>
<td>$7500</td>
</tr>
<tr>
<td>College Counselor coordinates student signup, administration of exams, and tracks passage of AP exams with score of 3 or higher.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scope of service: School-wide

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
No changes to actions, services or goals. Expenses may go up if exam costs increase.
### 4. Pupil Outcomes: Priority 4 (Achievement)

Provide additional supports to ensure academic achievement

<table>
<thead>
<tr>
<th>Goal Applies to:</th>
<th>Schools: All</th>
<th>Applicable Pupil Subgroups: All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td>Participation and outcomes of Math enrichment class, CAHSEE support class monitored by advisory, academic and counseling departments</td>
<td>Actual Annual Measurable Outcomes: Outcomes met.</td>
</tr>
</tbody>
</table>

**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math diagnostic and reading level diagnostic (QRI) administered at beginning of school year determines needs of incoming 6th graders.</td>
<td>$700</td>
<td>Diagnostics were administered.</td>
<td>$700</td>
</tr>
</tbody>
</table>

Scope of service: School-wide

-x ALL

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No changes to actions, services or goals. Expenses may go up if exam costs increase.
4. Pupil Outcomes: Priority 4 (Achievement)

Provide one-on-one services whenever possible

Related State and/or Local Priorities:
1 2 3 4 x 5 6 7 8
COE only: 9 10
Local: Specify _____________________

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

Expected Annual Measurable Outcomes:
Improvement in achievement indicators such as grade reports, test results, and attendance.

Actual Annual Measurable Outcomes:
Outcomes met.

LCAP Year: 2015-2016

Planned Actions/Services

<table>
<thead>
<tr>
<th>Resource Specialists 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>$28000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource specialists worked closely with teachers to adapt curriculum.</td>
</tr>
<tr>
<td>Estimated Annual Expenditures</td>
</tr>
<tr>
<td>$28000</td>
</tr>
</tbody>
</table>

| Scope of service: |
| School-wide |

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No changes to actions, services or goals.
4. Pupil Outcomes: Priority 4 (Achievement)

**English Learner Reclassification and Proficiency**

**Original GOAL from prior year LCAP:**

- English learners will achieve reclassification by 9th grade and proficiency (3 consecutive years of proficient level on CST) by graduation. In 13-14, one IEP student has not reclassified by 9th grade.

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

**Expected Annual Measurable Outcomes:**
- English learners achieved reclassification by 9th grade and proficiency (3 consecutive years of proficient level on CST) by graduation. In 14-15 all students reclassified by 9th grade.

**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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</strong>&lt;br&gt;Literacy enrichment and monitoring result in the majority of students reclassifying by grade 7.</td>
<td><strong>CELDT administered, literacy enrichment and monitoring was tracked, and more than 2/3 of graduating seniors received the biliteracy seal on their diploma this year.</strong></td>
</tr>
<tr>
<td><strong>Scope of service:</strong> School-wide</td>
<td><strong>Scope of service:</strong> School-wide</td>
</tr>
<tr>
<td>x ALL</td>
<td>x ALL</td>
</tr>
<tr>
<td>OR:</td>
<td>OR:</td>
</tr>
<tr>
<td>Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</td>
<td>Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

| **What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?** | **No changes to actions, services or goals – continue to check for biliteracy.** |

**Budgeted Expenditures**

- 5500

**Estimated Annual Expenditures**

- 5500
**5. Pupil Outcomes: Priority 8 (Other Student Outcomes)**

ACT, PSAT, and SAT exam completion

**Related State and/or Local Priorities:**
1 2 3 4 5 6 7 8x

COE only: 9 10
Local: Specify ___________________

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

**Expected Annual Measurable Outcomes:**
Counseling team coordinate process and monitor test results.

**Actual Annual Measurable Outcomes:**
Outcomes met

**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
<td><strong>Estimated Actual Annual Expenditures</strong></td>
</tr>
</tbody>
</table>

- All sophomores and all high school students take the ACT
- All 9th and 11th graders will take the PSAT
- All high school students take the SAT

**Budgeted Expenditures:** $0

**Actual Actions/Services:** Services met.

**Estimated Actual Annual Expenditures:** $0

**Scope of service:** School-wide

**Scope of service:** School-wide

x ALL

**OR:**
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

**Subgroups:** (Specify) ________________

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals. Some exams may be taken by more students in the future if funding allows.
### 5. Pupil Outcomes: Priority 8 (Other Student Outcomes)

**Original GOAL from prior year LCAP:**

AP testing

**Goal Applies to:**

- **Schools:** All
- **Applicable Pupil Subgroups:** All

**Expected Annual Measurable Outcomes:**

College Counselor tracks % of students who complete testing reqts for admission to UC and CSU universities

**Actual Annual Measurable Outcomes:**

Current data not yet available.

**Actual Annual Measurable Outcomes**

- College Counselor tracks % of students who complete testing reqts for admission to UC and CSU universities

**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated/Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th graders take at least 1 AP exam (Euro Hist). 11th graders take at least 2 AP Exams (Eng Lang &amp; US Hist). 12th graders take at least 2 (Eng Lit &amp; US Gov). All students take Spanish through the AP Spanish class. Upon graduation, all students will have taken at least 6 AP exams, with most students taking at least 9 AP exams.</td>
<td>$37,357</td>
<td>Services met.</td>
<td>$37,357</td>
</tr>
</tbody>
</table>

**Scope of service:** School-wide

| x ALL | x ALL |

**OR:**

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups (Specify)

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals. Some exams may be taken by more students in the future if funding allows.

**Related State and/or Local Priorities:**

1 2 3 4 5 6 7 8 x

- COE only: 9 10

**Original GOAL from prior year LCAP:**

College readiness and application

**Related State and/or Local Priorities:**

1 2 3 4 5 6 7 8 x

- COE only: 9 10
<table>
<thead>
<tr>
<th>Local : Specify _____________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal Applies to:</th>
<th>Schools:</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applicable Pupil Subgroups:</td>
<td>All</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Actual Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>College counselor announces between $1M and $2M in scholarships for graduating seniors annually</td>
<td>$1.6M in scholarships/funding for graduating class of 2015.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LCAP Year: 2015-2016</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>College counselor utilizes Naviance software for scholarship apps</td>
<td>Services met.</td>
<td>$37,357</td>
</tr>
<tr>
<td>Annual onsite financial aid instruction &amp; ongoing support from UCSD FinAid</td>
<td>Scope of service: School-wide</td>
<td>Scope of service: School-wide</td>
</tr>
<tr>
<td>x ALL</td>
<td>x ALL</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>Low Income pupils</td>
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<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Foster Youth</td>
<td></td>
</tr>
<tr>
<td>Redesignated fluent English proficient</td>
<td>Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Subgroups: (Specify)</td>
<td>Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | No changes to actions, services or goals. Some exams may be taken by more students in the future if funding allows. |
Original GOAL from prior year LCAP:

5. Pupil Outcomes: Priority 8 (Other Student Outcomes)
   Accessibility to higher education

Related State and/or Local Priorities:
1 2 3 4 5 6 7 8 x
COE only: 9 10
Local: Specify _____________________

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

Expected Annual Measurable Outcomes:
College counselor announces between $1M and $2M in scholarships for graduating seniors annually

Actual Annual Measurable Outcomes
$1.6M in scholarships/funding for graduating class of 2015.

<table>
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<td>Scope of service: School-wide</td>
</tr>
<tr>
<td>OR: x ALL</td>
</tr>
<tr>
<td>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups (Specify)</td>
</tr>
</tbody>
</table>

| **Budgeted Expenditures** |
| $37,357 |

| **Actual Actions/Services** |
| Services met. |

| **Estimated Actual Annual Expenditures** |
| $37,357 |

| **Scope of service:** |
| School-wide |

| **OR:** |
| x ALL |

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
No changes to actions, services or goals.
6. Engagement: Priority 3 (Parent Involvement)

Original GOAL from prior year LCAP:
Provide opportunities for parent input and promote parent participation

Related State and/or Local Priorities:
1. 2. 3. 4. 5. 6. 7. 8. 
COE only: 9. 10. 
Local: Specify ________________

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

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Actual Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance is between 200-300 parents at monthly meetings</td>
<td>All expectations met in 2015.</td>
</tr>
<tr>
<td>Monthly parent meetings to meet the most identified parent needs</td>
<td></td>
</tr>
<tr>
<td>100% immunization and form submission, instruction begins without bureaucratic distractions</td>
<td></td>
</tr>
<tr>
<td>Attendance at meetings, calls/emails to school, successful matching of new students with supports.</td>
<td></td>
</tr>
<tr>
<td>100% of all students apply to a UC or CSU campus in addition to private colleges</td>
<td></td>
</tr>
<tr>
<td>Attendance sheets</td>
<td></td>
</tr>
<tr>
<td>100% of students apply for financial aid</td>
<td></td>
</tr>
<tr>
<td>Monitoring of student progress across a variety of assessments by Advisory teacher in conjunction with Student Services Team</td>
<td></td>
</tr>
<tr>
<td>Increase in ability to use technology to communicate with school, monitor student progress</td>
<td></td>
</tr>
</tbody>
</table>

LCAP Year: 2015-2016

Planned Actions/Services

| Monthly Saturday morning parent meetings: free parking, child care, guest speakers, translation, college prep information regarding application and registration process, financial aid applications |
| Monthly PTA Executive Committee meetings to discuss shared goals and projects. |
| Enrollment and Orientation Day Saturdays - Newly-enrolled students and their parents learn about school policies and procedures, complete forms, buy uniforms, get bus routes |
| 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. |
| 12th Grade Student and Parent College Information Saturday |

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,404</td>
<td>Services completed.</td>
<td>$20,404</td>
</tr>
</tbody>
</table>
- 11th Grade Student and Parent College
- Information Saturday
- 12th Grade Financial Aid Saturday – UCSD financial aid team walks parents through the app online
- Student Roundtables: Parents invited to discuss their student’s performance and engagement, strategies for success
- Computers 4 Kids non-profit offers discounted recycled computers to parents

<table>
<thead>
<tr>
<th>Scope of service:</th>
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<tbody>
<tr>
<td>x ALL</td>
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<tr>
<td>OR:</td>
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<td>Other Subgroups: (Specify)</td>
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<tr>
<td>Other Subgroups: (Specify)</td>
<td></td>
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</tbody>
</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? No changes to actions, services or goals.
6. Engagement: Priority 3 (Parent Involvement)

Improve parental access to student information

**Expected Annual Measurable Outcomes:**
- Staff, students, parents will have access to a user-friendly, real-time data monitoring system (Aeries.com)

**Actual Annual Measurable Outcomes:**
- Aeries parent portal opened in Fall 2014. Combined with EduLink robodialer system, parent response to events and deadlines has increased.

**LCAP Year: 2015-2016**

<table>
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<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Calls, emails to advisory and other teachers, calls to school</td>
<td>Services completed.</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Scope of service:**
- School-wide

**OR:**
- Low Income pupils __English Learners
- Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**
- No changes to actions, services or goals.
### Original GOAL from prior year LCAP:

**6. Engagement: Priority 3 (Parent Involvement)**

Maintain inclusion of parents in important goals

---

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

**Expected Annual Measurable Outcomes:**
- Measure parent satisfaction with school in general, consider additional ideas for improvement
- Measure parent satisfaction with available communication pathways

**Actual Annual Measurable Outcomes:**

- Parent satisfaction with school and with communication pathways is increased due to EduLink and Parent Portal.

---

**LCAP Year: 2015-2016**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Annual parent survey to identify needs, satisfaction, concerns.</td>
<td></td>
<td>Parent survey given at PTA meeting, parents overwhelmingly support Preuss mission, activities, policies.</td>
<td>$1266</td>
</tr>
<tr>
<td>EduLink (robo-dial) software available to send home advance notice of critical events, important updates, and emergency notifications.</td>
<td>$1761</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scope of service:** School-wide

**x ALL**

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

---

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals.
Original GOAL from prior year LCAP:

7. Engagement: Priority 5 (Pupil Engagement)
Maintain positive attendance rates

Related State and/or Local Priorities:
1  2  3  4  5  6  7  8
COE only:  9  10
Local: Specify ___________________

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

Expected Annual Measurable Outcomes:
Daily attendance monitoring – immediate calls home, letters to home, reminders in newspaper and bulletin with attendance data
Weekly check-in at student services meeting regarding progress of need-identified students

Actual Annual Measurable Outcomes
Outcomes met.

LCAP Year: 2015-2016

<table>
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<tbody>
<tr>
<td>Students have access to support personnel in the areas of health, social/emotional and/or behavior as needed. Networking of supports by school psychologist, middle and high school counselors, clinical psychologists, vice principal.</td>
<td>$400,000</td>
<td>Professional services rendered</td>
<td>$400,000</td>
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<tr>
<td>Scope of service: School-wide</td>
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</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
No changes to actions, services or goals.
7. Engagement: Priority 5 (Pupil Engagement)

Provide opportunities for participation in athletics

<table>
<thead>
<tr>
<th>Related State and/or Local Priorities:</th>
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<tr>
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</tr>
<tr>
<td>COE only: 9_ 10_</td>
</tr>
<tr>
<td>Local : Specify _____________________</td>
</tr>
</tbody>
</table>

Goal Applies to: Schools: All

Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

- Team games and activities coached by highly-qualified teachers
- Preuss will add CIF cross country to its list of sports in the fall of 2014

<table>
<thead>
<tr>
<th>Actual Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes met.</td>
</tr>
</tbody>
</table>

LCAP Year: 2015-2016

<table>
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<tbody>
<tr>
<td>Preuss offers the following sports opportunities to its students: Girls Volleyball, Boys Soccer, Girls Soccer Boys Basketball, Girls Basketball Boys Lacrosse CIF Cross Country</td>
<td>$40,000</td>
<td>Coaches, referees, some transportation provided for participation in athletics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$40,000</td>
</tr>
</tbody>
</table>

Scope of service: School-wide

Scope of service: School-wide

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</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? No changes to actions, services or goals.
7. Engagement: Priority 5 (Pupil Engagement)  
Provide opportunities for student leadership activities

<table>
<thead>
<tr>
<th>Original GOAL from prior year LCAP</th>
<th>Related State and/or Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for student leadership activities</td>
<td>1  2  3  4  5  6  7  8</td>
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<td></td>
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<table>
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<tr>
<th>Goal Applies to:</th>
<th>Schools: All</th>
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<tbody>
<tr>
<td></td>
<td>Applicable Pupil Subgroups: All</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Actual Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Club meetings, notes, school and off-campus activities supported by guidance of teachers and VP</td>
<td>Strong club activity in 2015.</td>
</tr>
</tbody>
</table>

**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
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</thead>
<tbody>
<tr>
<td>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</td>
<td>$0</td>
<td>Meetings held, events sponsored and highly attended.</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of service:</th>
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<tr>
<td><strong>x</strong> ALL</td>
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</tbody>
</table>

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

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**  
No changes to actions, services or goals.
### 8. Engagement: Priority 6 (School Climate)

Minimize health-related absences or barriers

**Related State and/or Local Priorities:**
1 2 3 4 5 6 x 7 8

COE only: 9 10
Local: Specify _____________________

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

**Expected Annual Measurable Outcomes:**
Tracking of all health interventions, illness trends, immunizations, parent/family linkages to community resources such as clinics, insurance coverage

**Actual Annual Measurable Outcomes:**

In addition to tracking and training, Preuss hosted a Health Fair in May with the UCSD BS in Public Health department.

Preuss absenteeism rate for 13-14 = 15/844, or .0177.
Preuss absenteeism rate for 14-15 = 25/846, or .0295.

**LCAP Year: 2015-2016**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preuss employs a full-time nurse who ensures 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.</td>
<td>Full-time nurse contract procured for 2014-15, requested for 15-16.</td>
<td>$123,435</td>
<td>$139,006</td>
</tr>
</tbody>
</table>

**Scope of service:**
- School-wide

**x ALL**

**OR:**
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

**Subgroups (Specify):**

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No changes to actions, services or goals.
8. Engagement: Priority 6 (School Climate)

Monitor student climate, improve suspension and expulsion rates

**Original GOAL from prior year LCAP:**

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

**Expected Annual Measurable Outcomes:**
- Improvement in rates along with other performance indicators discussed at student services

**Actual Annual Measurable Outcomes:**
- Preuss suspension rate for 13-14: 22/844, or .0260
- Preuss suspension rate for 13-14: 24/846, or .0283
- Preuss expulsion rate for 13-14: 5/844, or .0059
- Preuss expulsion rate for 14-15: 4/846, or .0047

**Planned Actions/Services**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>x__ ALL</td>
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</tbody>
</table>

- _Low Income pupils_  _English Learners_  _Foster Youth_  _Redesignated fluent English proficient_  _Other_

**Actual Actions/Services:**

- Supervision occurred as scheduled.
- Scope of service: School-wide
- x__ ALL

**Budgeted Expenditures:**
- $56,691

**Estimated/Actual Annual Expenditures:**
- $56,691

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals.
### 8. Engagement: Priority 6 (School Climate)

**Anti-bullying environment**

<table>
<thead>
<tr>
<th>Related State and/or Local Priorities:</th>
<th>1</th>
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<th>5</th>
<th>6</th>
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COE only: 9 | 10 |

Local: Specify _____________________

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<td></td>
<td>Applicable Pupil Subgroups:</td>
<td>All</td>
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**Expected Annual Measurable Outcomes:**

> Chelsea’s Light annual report, discussion at student services and related meetings.

**Actual Annual Measurable Outcomes:**

> Activities continued under guidance of counselor and ASB teacher.

**LCAP Year: 2015-2016**

<table>
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<tbody>
<tr>
<td><strong>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</strong></td>
<td>$4700</td>
<td>Peer counselor training and mentoring occurred as planned and are scheduled to continue.</td>
<td>$4700</td>
</tr>
</tbody>
</table>

**Scope of service:** School-wide

<table>
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OR:

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

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

No changes to actions, services or goals.
8. Engagement: Priority 6 (School Climate)

Provide individualized academic, career, and personal support through mentoring program

<table>
<thead>
<tr>
<th>Related State and/or Local Priorities:</th>
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<tbody>
<tr>
<td>1 2 3 4 5 6 x 7 8</td>
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<tr>
<td>COE only: 9 10</td>
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Goal Applies to:
- Schools: All
- Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:
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.

<table>
<thead>
<tr>
<th>Actual Annual Measurable Outcomes</th>
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<tbody>
<tr>
<td>Outcomes met.</td>
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LCAP Year: 2015-2016

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<tr>
<td>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.</td>
<td>Services delivered. Additional mentor recruiting event was held for existing mentors to invite potential candidates to consider becoming a mentor. Guest speakers were added to quarterly meetings. Additional background check planned for 15-16 to screen visitors upon office entrance.</td>
<td>$20,404</td>
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Scope of service: School-wide

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<tr>
<td>Subgroups (Specify)</td>
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No changes to actions, services or goals.