

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Attract and retain highly qualified teachers with greatest subject matter knowledge and pedagogy skills

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<ul style="list-style-type: none"> All teaching staff are credentialed. All subjects are taught by a teacher degreed in that subject All teachers engage in continuous quality improvement via weekly professional development 	<ul style="list-style-type: none"> All teaching staff were credentialed. All teachers engaged in continuous quality improvement via weekly professional development, including Zoom meetings following school closures.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual 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.	772	772
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.	\$5000 BTSA cost \$33,363 salary/benefits cost	\$5000 \$33,363

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Recruitment was conducted via AP (Academic Personnel) Recruit to ensure diversity, in addition to posting in EdJoin. Professional Development occurred nearly each Friday, with Individualized

Professional Development Plans (IPDP) completed by end of academic year.

Goal 2

Maintain a safe environment conducive to learning with equitable access to materials.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Facilities are in good repair Technology systems are in good repair Classrooms have standards-aligned curriculum for each student on site and at home Library offers research materials, teaching tools, periodicals, and digital and multimedia resources. Classrooms have a 1:1 student to computer ratio	Facilities are in good repair Technology systems are in good repair Classrooms have standards-aligned curriculum for each student on site and at home Library offers research materials, teaching tools, periodicals, and digital and multimedia resources. Classrooms have a 1:1 student to computer ratio

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual 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.	\$228,093	\$228,093

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Standards-aligned curriculum and digital resources are available for onsite and home use. Library maintains selection of CCSS grade-level readers and provides digital library through Overdrive. San Diego Digital Content Portal (DCP) provides resources, research materials, and teaching tools. Teacher and student eLibrary resources include ebooks, 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.	\$119,404	\$119,404

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The school continued to research and implement safety measures and increase library resources.

Goal 3

Implement and support Common Core State Standards

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>CCSS are implemented through professional development Schoolwide Literacy Goals are monitored Numeracy Goals are monitored Achievement Gaps in Special Populations are monitored</p>	<p>CCSS are implemented through professional development Schoolwide Literacy Goals are monitored Numeracy Goals are monitored Achievement Gaps in Student Groups are monitored</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Department chairs continue to work with departments to update scope and sequence toward integration of Common Core in all core subjects. 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 inservice on technology that supports student skills in CCSS testing, research and writing.</p>	<p>\$33,363</p>	<p>\$33,363</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support Schoolwide Literacy Goals: 6th 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 CC textbooks Science: Scope & Sequence in argumentation, guided inquiry, discussion. Interactive notebooks, emphasis on gathering research, using reliable resources, developing databases, outlines, frames, graphic organizers	\$107,419	\$107,419

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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, warmups consist of math calculations: conversions, science notation. Alternately, in Chemistry, information is frontloaded 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>	\$59288	\$59288
<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>	\$5150	\$5150

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Address Achievement Gaps in Special Populations: • Develop benchmark and assessments to track progress in literacy • Research possible options for a parent training for “at home” scenarios (check student’s planner, homework, etc.) • Research how to promote self-advocacy for students in and out of class (how to properly address emails, ask for help, etc.) • Research Methods on promoting study skills and textbook literacy • Develop/plan structure for “End of Block” minutes for student organization and homework review in each class.	0	0
Maintain Rigor of the School’s college preparatory program – improve performance on CAASPP tests • Document vertical articulation in each discipline to increase cross-curricular planning • Increase teacher effectiveness and retention	0	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The School's model of providing a rigorous college prep curriculum depends on implementation and monitoring of

Common Core State Standards, in order to meet the needs of low-income, first-in-family students to bridge the achievement gap by graduating and gaining entrance to a four-year University or college.

The School monitors subgroup data to address any identified needs within special populations.

Students have shown academic progress.

Preuss had a high graduation rate and students overwhelmingly rated "prepared" on the College/Career Indicator.

Goal 4

Conditions of Learning: Course Access Ensure fair outcomes, treatment, & opportunities for all students

State and/or Local Priorities addressed by this goal:

State Priorities:

7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<ul style="list-style-type: none"> • Enrollment in a college prep curriculum for all students • Timely completion of A-G reqts through provision of extended learning time to include strategic interventions or additional electives • Detracked academic program in all required areas of study • Completion of Advisory/University Prep coursework • Access to Modernization/Technology • Saturday Enrichment Academy participation • Academic Credit Recovery Program participation • Preparation for each stage of transition 	<ul style="list-style-type: none"> • Enrollment in a college prep curriculum for all students • Timely completion of AG reqts through provision of extended learning time to include strategic interventions or additional electives • Detracked academic program in all required areas of study • Advisory/University Prep coursework • Access to Modernization/Technology • Saturday Enrichment Academy participation • Academic Credit Recovery Program participation • Preparation for each stage of transition

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide intensive college preparatory curriculum and learning environment in which all students develop their academic, personal, and social abilities to become lifelong learners.	0	0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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 project within the student’s community, and a UCSD internship.</p>	\$763,484	\$763,484
<p>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.</p>	\$8441	\$8441
<p>Mandatory Advisory/University Prep 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. 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>	\$562,733	\$562,733
<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>	\$128,750	\$128,750

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>\$10,300 busing \$15,450 teacher extended day pay</p>	<p>\$10,300 busing \$15,450 teacher extended day pay</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/CSU-eligible courses, primarily during the summer and occasionally during the academic year.</p>	<p>\$30,900</p>	<p>\$30,900</p>
<p>Prepare students for each stage of transition • Elementary to MS: Evaluate supports, separate 6th grade SEA, lunchtime tutoring, On Demand Writing Sample, Math Diagnostic Test, reading of applications, identification of students who struggle with social/emotional need, team-building activities, enrichment resource packets with basic math functions review and summer journaling prompts, club opportunities, 6th grade camp • MS to HS: Develop list of desired abilities (reading and academic stamina, time management, study methods, persistence and self-advocacy), develop benchmarks for UP (clubs with an academic connection, point person to lead UP lessons in all grades, academic and social standards, team building activities, backwards planning to bridge lexile levels, youth educators program where HS students are “big brothers” to MS. • HS to college: Explore college completion counselor position, create college literacy curriculum to sustain motivation to graduate.</p>	<p>\$562,754</p>	<p>\$562,754</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to

support
students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A rigorous curriculum with extended learning time, a 7-year advisory program, and supports and services such as tutoring, mentoring, academic credit recovery, and literacy and math enrichment 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.

Goal 5

Pupil Outcomes Promote Academic Achievement

State and/or Local Priorities addressed by this goal:

State Priorities:

4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<ul style="list-style-type: none"> • Mandated Testing Completion • AP Course and Test Completion • Diagnostic Exam Completion • One-on-one whenever possible • ELA • Reclassification 	<ul style="list-style-type: none"> • Mandated Testing Completion • AP Course and Test Completion • Diagnostic Exam Completion • One-on-one whenever possible • ELA • Reclassification

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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).</p>	\$5374	\$5374
<p>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).</p>	\$45,000	\$45,000
<p>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, math support class monitored by advisory, academic and counseling departments.</p>	\$721	\$721
<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 pullout model that takes the student away from the classroom. Over 80 college students from UCSD work with students in classes each quarter.</p>	\$8,487 \$21,218	\$8,487 \$21,218
<p>For EL students to be reclassified, Preuss uses 4 criteria: 1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and 2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and 3. Parent opinion and consultation; and 4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Literacy enrichment and monitoring result in the majority of students reclassifying by grade 7. English learners typically achieve reclassification by 9th grade and proficiency (3 consecutive years of proficient level on CAASPP) by graduation.</p>	\$4754	\$4754

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Collaboration with Special Education Local Plan Area (SELPA) to include: Performance Indicator Review (PIR) Process Disproportionality technical assistance Program/technical support by the program specialist and other SELPA team members Participation in SELPA professional learning offerings	0	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The School's model of providing a rigorous college-prep curriculum depends on assessments and supports to determine baselines, scaffolding, and progress. Diagnostic testing has helped the 6th grade team set up needed supports for students immediately upon arrival at Preuss. Mandated testing demonstrated which concepts taught were absorbed and assimilated. Lastly, AP testing indicated whether or not a student is prepared for college-level work. Passing AP exams can also provide course credit, building confidence and allowing students to move more quickly through lower division requirements. A large variety of diagnostic and mandated assessments allow for monitoring student academic growth. The majority of Preuss students progressed academically as evidenced by their performance on CAASPP and AP exams.

Goal 6

Pupil Outcomes: Provide Additional College Prep/Academic Opportunities

State and/or Local Priorities addressed by this goal:

State Priorities:

8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<ul style="list-style-type: none"> • Access to PSAT Exam Completion • Access to AT Exam Completion • College Readiness and Application • Access to Higher Education 	<ul style="list-style-type: none"> • Access to PSAT Exam Completion • Access to SAT Exam Completion • College Readiness and Application • Access to Higher Education

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All 9th and 11th graders will take the PSAT. Counseling team monitors test results.	0	0
All high school students take the SAT. HS Counselor tracks test results.	0	0
10th graders take at least Euro Hist AP exam 11th graders take at least Eng Lang & US Hist AP exam 12th 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.	\$45,000	\$45,000
College counselor works with colleges to arrange visits, works with students on campus matching. Tracking includes: A-G completion rate College application rate College acceptance rate	\$34,093	\$34,093
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.	\$34093	\$34093

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to

support
students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This goal is to ensure that low-income students have access and opportunity to participate in college prep activity such as testing, application support, scholarship information, letters of support, etc. that families may not be familiar with or be able to afford.

By providing exam access, college matching and application support, the senior class was able to have a high college acceptance rate. Nearly all students enroll in a four-year institution and college graduation rates by Preuss students exceed 62%.

Goal 7

Engagement – Seek and Promote Parent Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<ul style="list-style-type: none"> Multiple Opportunities for Parental Participation Opportunities for Parental Input 	<ul style="list-style-type: none"> Multiple Opportunities for Parental Participation Opportunities for Parental Input

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Monthly PTA Executive Committee meetings to discuss shared goals and projects. Monthly Saturday morning parent meetings: free parking, child care, guest speakers, translation, college prep information regarding application and registration process, financial aid applications. PTA President participates in monthly Board meetings. 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 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 nonprofit offers discounted recycled computers to parents.</p>	<p>\$30099</p>	<p>\$30099</p>
<p>Staff, students, parents have access to a user-friendly, real-time student data monitoring system (Aeries.com). Annual parent survey to identify needs, satisfaction, concerns. Parent Square software available to send home advance notice of critical events, important updates, and emergency notifications.</p>	<p>\$8464 Aeries \$3090 Parent Square</p>	<p>\$8464 Aeries \$3090 Parent Square</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parental input in decision making and participation in programming are conducive to increased progress in academic and social growth. The Preuss principal, volunteer coordinator, social worker, and simultaneous translator have put together meaningful PTA meetings that continue to attract between 200 and 300 parents each month. A parent has participated at most of this year's Advisory Board meetings as well. Parents continue to support Preuss' learning objectives, school climate, faculty, and college preparatory opportunities. Parents are involved with their student's academic progress and contribute positive feedback on the parent survey. At PTA meetings, guest speakers from the Preuss Board are featured, in addition to sessions on UCSD Financial Aid, Parent Academy, and Parenting Your Teen. Parents continue to support the Preuss mission by providing an annual staff appreciation breakfast, a dinner/dance fundraiser, and organizing/funding field trips, dress code items, and a graduating class activity. Parent Square has become a successful communication tool allowing for individual, classwide, or schoolwide information dissemination via email, phone message, and text message. Parent engagement contributed significantly to the the Preuss graduation rate and most students registering "prepared" on the College/Career Indicator.

Goal 8

Engagement – Promote Pupil Engagement

State and/or Local Priorities addressed by this goal:

State Priorities:

5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<ul style="list-style-type: none"> • Maintain positive attendance rates • Provide opportunities for participation in athletics • Provide opportunities for student leadership activities 	<ul style="list-style-type: none"> • Maintained positive attendance rates • Provided opportunities for participation in athletics • Provided opportunities for student leadership activities

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Students have access to support personnel in the areas of health, social/emotional and/or behavior as needed. Networking of supports by school psychologist, counselors, clinical psychologists, vice principal. 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>	\$412,000	\$412,000
<p>Preuss offers the following sports opportunities to its students, coached by highly-qualified teachers: Girls Volleyball, Boys Soccer, Girls Soccer, Boys Basketball, Girls Basketball, Boys Lacrosse, Girls Lacrosse, Cross Country</p>	\$412,000	\$412,000
<p>Club meetings, notes, school and off-campus activities supported by guidance of teachers and VP for the following: 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>	\$5150	\$5150

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Providing opportunities for participation in athletics and leadership requires advanced planning, staffing, and resources such as home-to-school busing. A full array of staff and services promote student presence at school.

Full-time support staff include a nurse, social worker, three counselors, two librarians, and a noon duty

supervisor, who either provide services themselves or referrals if needed. Preuss teachers, external coaches and mentors

support athletic teams and several academic and service clubs, so that students enjoy being on campus.

Attendance and graduation rates are high. Chronic absenteeism and dropout rates are low (.02% and 1.5%);

students and parents feel it is a safe campus. Graduation and attendance rates are extremely high (96% and 97+%).

Goal 9

Engagement – Promote Connectedness through School Climate

State and/or Local Priorities addressed by this goal:

State Priorities:

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<ul style="list-style-type: none"> • Minimization of health-related absences or barriers • Improvement of suspension and expulsion rates • Provision of anti-bullying environment • Provision of academic, career, and personal support through mentoring program • Provision of wraparound student support 	<ul style="list-style-type: none"> • Minimization of health-related absences or barriers • Improvement of suspension and expulsion rates • Provision of anti-bullying environment • Provision of academic, career, and personal support through mentoring program • Provision of wraparound student support

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Planned Actions/Services	Budgeted Expenditures	Actual 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, blood-borne pathogens. Tracking of all health interventions, illness trends, immunizations, parent/family linkages to community resources such as clinics, insurance coverage.	\$186,430	\$186,430
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.	\$64,787	\$64,787 \$64,787
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.	\$5000	\$5000
Over 70 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.	\$30,098	\$30,098
Provide wrap-around student support: Promote comprehensive support to address social and emotional learning needs to provide a more balanced approach to academic and personal success at Preuss – all staff will have training to develop students' coping skills, strategies, and inner resources to be mentally, physically, emotionally and spiritually healthy. Analyze existing data, review interventions and share with staff/parents, establish Compassionate School Steering Committee, dedicate 25% of staff development to fostering Compassionate School practices.	\$412,000	\$412,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A full-time nurse, campus supervisor, Chelsea's Light Peer Corps program, mentoring program, and wraparound services were in place to promote connectedness. Parent and student surveys indicate a high level of satisfaction with the school's climate. The many services provided by student support staff contribute to a safe and welcoming environment.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
No in-person instruction was offered.	0	0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

n/a

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

n/a

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>For the 2020-2021 school year The Preuss School at UC San Diego will be offering a Distance Instruction-Open Learning program. The program has been designed to give the scholars a schedule for each day that includes specific time for daily scholar and Instructor interaction during all blocks. Unique to the schedule is an hour each day that is set aside for tailored student support. We refer to this as Scholar Centered Support (SCS). Faculty may use the SCS hour for small group instruction, 1:1 tutoring, calls or emails to parents, prepare communications to be sent out, or make counseling referrals. The schedule includes an A/B day rotation with Mondays and Wednesdays as A days and Tuesdays and Thursdays as B days. Friday rotates between an A or B week (see schedule below). To ensure all scholars were prepared for the first day of the Distance Instruction Open Learning program we designed a week long technology and textbook distribution event. The event's COVID precautions were evaluated by UCSD's Office of Safety and Maintenance. Laptops with cameras and wifi hotspots were available for scholars to check out. Faculty set up Google Classrooms for each of their classes and provided scholars with Zoom information in these classrooms. Tutoring is offered during the school day, after the school day and on weekends. We have an Extended Day Position to coordinate the Saturday Enrichment Academy (SEA) where credentialed teachers and tutors provide academic support to scholars on Saturday through Zoom breakout rooms. School day tutors are cleared and coordinated by our Volunteer Coordinator. The volunteer tutors and Faculty tutoring addresses disengagement, building academic content, small group and 1:1 instruction. Moving forward, administration will begin to meet with each faculty member to set goals and arrange class visitation. Periodically administration will convene a small forum of seven students, one from each grade</p>	\$12,882,652	\$10,465,346	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
level, to discuss the pulse of Preuss. This small group forum will provide direct information from the scholars to the administration to better understand the needs of each.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The largest difference between planned and budgeted expenditures was the lack of busing expense due to the remote learning environment. Additional technology and curriculum were purchased, also due to remote learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Due to the COVID-19 pandemic, we were able to overcome the campus closure in spring of 2020 and provide continuous instruction with no break in teaching and learning. We left the building on March 13, 2020 and immediately utilized our school website to upload lessons. Within the next 3 weeks, all students had access to a computer device and a hot spot with internet connectivity. Once all were online, we increased faculty training on the digital tools necessary to deliver remote instruction using the Google Suite as our Learning Management System and the Zoom Classroom and Webinar. The Instructional Team, led by the principal, continued to deliver a level of professional development that built the capacity of our faculty to become competent in a remote teaching environment. Therefore, we experienced a high monthly pupil participation at 97%. Scholars graduated on time in the class of 2020 and 93% were admitted to four-year institutions. The school instituted a "Do No Harm" grading policy to address the specific challenges and inequities associated with remote learning. Each staff member supported the instructional program while working remotely to allow for successful scholar outcomes. Our librarians set up a Scholar Support Mobile that went into the neighborhoods to deliver texts, check out books, provide free school supplies and instructional materials, and address technology issues. Additional team members were hired to support the needs of our scholars with Special Needs, and English Learners, along with a heightened priority by the Student Services team to address the mental health and wellness challenges for our entire population. Further, we addressed food insecurity, provided access to free asymptomatic COVID testing, faculty, and staff vaccinations, and most recently, we opened a COVID vaccination clinic at the school site for eligible scholars, family, and community

members.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Moving forward, administration will work with each department to determine and monitor areas where loss was most pronounced. Periodically administration will convene a small forum of seven students, one from each grade level, to discuss the pulse of Preuss. This small group forum will provide direct information from the scholars to the administration to better understand the needs of each, and continues the efforts implemented in the scholar support hour during the remote environment.</p>	0	0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Preuss invested LLMF in student devices, connectivity, classroom technology to support remote learning, and in several digital teaching and learning systems and tools to assist in a variety of subject areas.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Preuss experienced a high monthly pupil participation at 97%, graduated the class of 2021 on time, and admitted nearly all to four-year institutions. The Scholar Support Mobile that went into the neighborhoods to deliver texts, check out books, provide free school supplies and instructional materials, and address technology issues was a major success. Further, we addressed food insecurity, provided access to free asymptomatic COVID testing, faculty, and staff vaccinations, and most recently, we opened a COVID vaccination clinic at the school site for eligible scholars, family, and community members. As a result we were able to host an onsite graduation, and the overwhelming majority of scholars are eager to return in the fall.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Covid-19 pandemic initially created a disconnect between students and the school, which we worked quickly to mitigate by providing students with the technology they needed. The student services department adapted to this virtual environment by using technology to connect with the students. The counseling department sent out a wellness check-in survey via Google Forms and triaged students appropriately--attempting to address students' needs. This survey was repeated at the semester. We used Calendly for students to self-refer and sign up for appointments. We used Zoom to conduct appointments as well as meeting with parents and support staff. Still, addressing students social-emotional needs proved challenging as some students became disengaged from both academics and the virtual school community. Many parents reported that they felt like they were at a loss as to how to motivate them to continue. Counselors and the Family support specialist conducted countless parent meetings and student meetings in addition to going on some home visits.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Scholars were expected to report and engage in each class daily, Monday through Friday. Instructors reported attendance in Aeries by the end of each day. Without evidence of engagement, the student was marked absent. The front followed up with calls to parents to verify absence. We employ a Lead Attendance staff member who is bilingual Spanish as that is our primary 2nd language. This increases our ability to communicate and re-engage scholars whose parent's primary language is Spanish.

Nonetheless, an increased number of students did not engage in learning, and will be offered Summer Session to catch up in their A-G and other required courses.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We have scheduled a 1-hour lunch block during our Instructional Day thereby allowing our scholars to visit one of the closest Meal Distribution Centers sponsored by the San Diego Unified School District. We have placed the specific Distribution Center information on our school website, communicated through Advisory teachers, and we publish the countywide Food Distribution Centers and resources to our parents. Scholars pick up a lunch for the day and breakfast for the next day during each trip to the Food Distribution Center. The Preuss Mobile Support van also distributed food throughout the community, which would normally have occurred at Saturday PTA meetings.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribution
n/a/	n/a	n/a	na/	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

n/a

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The most significant impact on the 2021-2024 LCAP from the 2020-2021 school year has been the importance of technology.

Before the 2020-2021 school experience, technology was not an absolute essential expenditure for a school site. 1:1 computers, hot spots, learning management systems have been nice to have but not crucial. This shift in thought around technology has redefined what is necessary for students to have and what is necessary for how we equip our teaching staff.

For the Preuss School UC San Diego, this change can be evident in our commitment to having all scholars issued a device. This commitment requires purchasing several devices each year as we rotate through the grade levels to keep our inventory updated. Hotspots are now an essential part of our technology inventory. These will now be available for scholars to check out when needed. We have invested in upgrading our classroom displays and all faculty devices in anticipation of returning to our school site for in-person instruction.

This increase in devices and other technology on campus has created a need for more staff in our Information Technology department. The 2021- 2024 LCAP will include a full-time staff member in the Information Technology Department.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The most significant continued support for our scholars may not be seen directly in the LCAP. The continued reduction of class sizes will provide an essential benefit to our program. As a result of carrying more faculty, other expenses will shift to the LCAP. Other supports that will increase are online credit recovery, Saturday enrichment academy, after-hours tutorials, and test prep.

Our students with unique needs will benefit from the smaller class sizes and the other supports listed above. Our Special Education department will monitor services and increase as determined by scholar need. Outside contracts provide some of these services. Changes to the number of services or service minutes will be reflected in the LCAP. Our English Language Development services will significantly benefit from the smaller class sizes and other supports listed above. Support classes for designated ELD time will be smaller at the middle school level, and we will be offering a high school level course for the first time.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The Preuss School UC San Diego is a public charter school that operates within the San Diego Unified School District. Enrollment into the Preuss School is by lottery. Preference is given to applicants from low-income families and whose parents or guardians have not graduated from any four-year college or university. The subsequent student body is 99% low-income, and the school receives the appropriate

title funding. The entire student body receives the same actions and services, all of which are intended to support the scholars during their time at the Preuss School UC San Diego.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The most significant impact of the 2019-20 and 2020-2021 school years has been the importance of technology.

Before the 2020-2021 school experience, technology was not an absolute essential expenditure for a school site. 1:1 computers, hot spots, learning management systems were an eventual goal but not a necessity. This rapid change in thought around technology has redefined both student and staff equipment and training. This commitment requires purchasing several devices each year as we rotate through the grade levels to keep our inventory updated. Hotspots are now an essential part of our technology inventory. These will now be available for scholars to check out when needed. We have invested in upgrading our classroom displays and all faculty devices in anticipation of returning to our school site for in-person instruction.

This increase in devices and other technology on campus has created a need for continuing professional development in Learning Management Systems. The 2021- 2024 LCAP includes a full-time Instructional Designer/Technology Coordinator.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables

adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact

the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at

916-319-0809 or by email at lcff@cde.ca.gov. (<mailto:lcff@cde.ca.gov>)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and

distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.
-

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Preuss School UCSD	Dr. Helen V. Griffith Executive Director	hgriffith@ucsd.edu 8588222282

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

The Preuss School UC San Diego was designed as an intensive college preparatory educational environment for low income students who represent the first generation in their families to graduate from

a four-year college or university. Through the application of tutor-assisted teaching, a single-track college preparatory curriculum, small classes, and a number of “scaffolds” (student supports), the Preuss

mission is to create a highly enriched middle and high school instructional environment that will prepare

graduates to distinguish themselves academically, and thus be competitive for admission to the University of California (“UC” or “University”) and other select institutions of higher learning.

Above all, The Preuss School UC San Diego provides an environment in which students are continually

encouraged and empowered to develop a greater sense of confidence and self worth through self sufficiency and a sense of pride in their academic accomplishments. The School fosters a culture of high

academic performance in an environment that encourages risk taking.

Students are taught the art of questioning as well as logical and critical thinking. The Preuss School UC

San Diego experience will be deemed successful if it stimulates graduates to enjoy a lifelong intellectual curiosity and dedication to continued learning.

The School also sees as its mission the development of personal character, healthy lifestyles, good judgment, and ethical behavior. It is further recognized that students' families, community institutions, and

the School share responsibility for encouraging young people to develop both as scholars and as citizens.

The Preuss School UC San Diego is envisioned as a "model school" and has developed an enriched educational environment, including effective curricular frameworks, academic and social support systems, innovative methods for fostering and sustaining parental and family involvement, and new practices for teaching students—all of which can be abstracted, modified, and applied in other local educational settings.

Opened in 1998, The Preuss School UC San Diego fostered a new collaboration between the University

of California and San Diego Unified School District ("District") whereby successful new practices are adapted and transferred to UC San Diego partnership schools and other public schools. The UC San Diego experience will also serve other colleges and universities in California and the United States as

they, too, develop charter schools.

The Preuss School UC San Diego has served as a model for:

- Other university and college-based charter schools around the nation;
- Strategies to develop high academic achievement among low income, urban populations;
- Fostering and sustaining parental and family involvement;
- Intensive teaching methods;
- A laboratory experience to develop new pedagogic initiatives;
- A research platform to examine the virtues of various combinations of best practices;
- The transfer of best teaching practices to K12, both within SDUSD and across the country;
- The transfer of curriculum materials to K12;
- University students, staff, and faculty engagement with K12.

Today, The Preuss School UC San Diego is unquestionably one of the nation's best secondary schools,

as determined by the California Department of Education, the Center for Education Reform, U.S. News &

World Report, Newsweek, and the University of Southern California, among others. On multiple measures, including high school graduation rates, completion of the "AG" course pattern, AP tests taken

and passed, numbers of students admitted to college or university, Preuss School students have distinguished themselves academically.

SB 1448 charges charter schools to provide both a model and a remedy to the current crisis in education by "breaking the mold." Because UC San Diego holds the deep belief that adolescents from all

income levels and ethnic/racial groups will perform well in "high expectations environments," The Preuss School has instituted a rigorous college-going culture of learning

supported by a wide range of academic and social supports, referred to as “scaffolds.” Research and common observations have well established a direct link between family income and academic achievement. Students from low-income backgrounds often lack the familial, social, financial, and experiential support mechanisms to systematically prepare and sustain them on an academic trajectory that would ultimately make them competitively eligible for the most selective universities and colleges. Accordingly, the targeted student is one who comes from a low socioeconomic background (i.e., family income does not exceed 185% of the Federal poverty guidelines) and whose parents/guardians have not graduated from a four-year university. These students may not have consistently demonstrated the highest levels of academic achievement, but they should show academic motivation (i.e., intellectual curiosity, studiousness, demonstrated leadership, determination, and a willingness to work hard). Targeted students are those who can clearly benefit from the experience of attending The Preuss School and who, without the intensive intervention and long-term relationship with the School, would likely not distinguish themselves as academically competitive for admission to the University of California and other select institutions of higher education. The Preuss School does not intend to compete with San Diego City Schools by attracting the highest-achieving students, nor will the school seek to attract students who are flourishing in their present school environment. Although the School admits students who meet the selection criteria from the larger San Diego region, students who attend schools in San Diego’s lower income neighborhoods (e.g., Downtown, Barrio Logan, Golden Hill, North Park, Mid City, East San Diego, and Southeast San Diego) are targeted for outreach. These are the communities whose high schools post the lowest levels of student achievement in terms of completion of the “AG” course pattern, Scholastic Aptitude Test scores, admission to four-year universities, and have relatively high dropout rates. These are the schools that have the highest number of low income students, as measured by the percentage of students receiving free or reduced meal plans.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Preuss looks to its completion rates for A-G coursework, its 4-year college acceptance and enrollment

rates, and its 4-year college completion rates provided by the National Student Clearinghouse to determine success and progress. During weekly professional development sessions, teachers define continuous quality improvement goals/projects that build upon an extensive system of supports and scaffolding to help students bridge the achievement gap. The school's greatest progress included a nearly 100% graduation rate, 100% college acceptance rate, and college enrollment and completion rates are still to be determined.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

No significant improvement needs identified.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

For this LCAP, the school and its stakeholders condensed 9-10 goals into three areas of strategy:
Building a Culture of Community and Collaboration
Providing High-Quality Teaching and Learning
School Structure to provide facility, administrative, business, and human resource support
By focusing on these goals, the school will be addressing the State's 8 Priorities utilizing supports and services identified by stakeholders.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The leadership team (Executive Director, Principal, Vice Principal, and CAO) worked with the board and its subcommittees, parents, faculty, staff, students, and community members to determine goals and actions to include in the LCAP, aligned with the the state priorities. The Principal developed a 2021-22 Foundation for Scholar Transformation document to contain these goals and actions and provide a platform for future review of and updates to the plan. The Foundation document will be a living document that tracks progress and measures impact going forward. Each year a parent survey and PTA meetings review the goals, and students take the California Healthy Kids Survey to provide data in addition to more academic assessments. Staff and faculty will see this structure at

multiple meetings throughout the year, and as it grows to encompass all aspects of the Preuss promise, it can serve as a tool for WASC accreditation as well.

A summary of the feedback provided by specific stakeholder groups.

Many more parents were able to participate in meetings this year due to the remote environment, and expressed a desire to continue utilizing Zoom for meetings, eliminating travel and parking as obstacles to engagement. For the most part, students missed onsite participation and are eager to return to learn in person with their peers. Wellness Wednesdays, Serenity Day, Identity Day, and other components implemented to support socio/emotional health met with positive feedback and will likely extend into the onsite model. The board is very interested in assessment going forward and tracking the impact of this year in terms of learning loss. Community members such as interns, mentors, and tutors did manage to participate in the remote environment but are also eager to return to onsite education in the fall.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The majority of the LCAP was influenced by instructors, with specific goals for each academic department and an accounting of the supports they would need to accomplish their goals. These included texts, tutoring, professional development, events, training, field trips, clubs, some facilities improvements.

Goals and Actions

Goals

Goal #	Description
Goal 1	Building a Culture of Community and Collaboration - We will recruit, hire, develop, and retain team members who exemplify our values and ensure our ability to achieve our mission. We will coordinate and organize our time collaborating together to ensure our ability to achieve our mission. We will build a Multi-Tiered System of Support (MTSS) for all scholars.

An explanation of why the LEA has developed this goal.

While the Preuss School UC San Diego has begun to build its own culture of community, the school

has not developed its own place in the surrounding community. Through conversations with faculty, staff, and parents it became clear that the school has not become a part of the culture and community where our scholars are coming from. A key to forming cultures of community is to collaborate. This goal challenges the Preuss School UC San Diego to collaborate with the surrounding community and the communities where scholars live with the goal being to become part of the community. The focus of our first efforts to collaborate will come from the school's implementation of a Multi-Tiered System of Supports (MTSS).

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Building a culture of community and collaboration using MTSS as a catalyst.	Limited opportunities for communities to engage with The Preuss School. Components of MTSS currently being utilized in isolation	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Engage our local community and the communities of our scholars with regularity. Begin the implementation of a community-wide MTSS program.

Actions

Action # Title	Description	Total Funds	Contributor
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Action # Title		Description	Total Funds	Contributor
Action #1	Building Social and Emotional Support	Students support services team will create and design a series of social-emotional learning modules for grades 6-12. Implementation will begin in the Spring semester of 2022 through advisory classes grades 6 -12.	\$2,500.00	Yes
Action #2	Create new position: English Learner Coordinator responsibilities	Analyze the new position - EL Coordinator, title, responsibilities, work calendar, placement of salary scale, identify funding options Reorganize responsibilities of current Admissions/Data Coordinator	\$0.00	Yes
Action #3	Successful Operation of School ELAC Committee	Participation goal of 10 parents in year one, 20 in year two, and 30 in year three Allocation of Title I funds in support of the committee	\$600.00	No
Action #4	Creation of online registration packets for incoming/returning students	The annual cost of SchoolMint, taking into account reduced printing and paper Measured by the number of families registered over the course of the next three years.	\$8,502.00	No

Action #	Title	Description	Total Funds	Contributor
Action #5	Cultivation of diverse and inclusive school community	Encourages respectful open dialogue and challenges itself to take bold actions that will ensure learning is accessible for all. Yearlong Professional Development plan (with professional texts) for staff to stimulate the creation of an environment where all policies, practices, programs, and structures are viewed through the lens of race, equity, and intersectionality.	\$5,000.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Goal #	Description
Goal 2	High-Quality Teaching and Learning- We will provide high-quality, core curriculum, teaching, learning, and assessment systems to ensure the actualization of The Preuss School UC San Diego graduate profile for every student

An explanation of why the LEA has developed this goal.

The Preuss School prides itself on successfully getting scholars into 4 year colleges and Universities. This is made possible by the talented faculty that design and implement a rigorous course of study that challenges our scholars.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The development of assessments (both formative and summative) that are shared across entire grade levels.	The base line will be the first scores that we receive after successful assessment administration	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Aligned curricula where common assessments are evaluated and used to improve scholars' performance.

Actions

Action # Title	Description	Total Funds	Contributor
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Action # Title		Description	Total Funds	Contributor
Action #1	English Department - Informational Text Comprehension	75% of Preuss students in grades 6-12 will meet Level 3: Meets Standards (Proficiency) on the CAASPP test by identifying sources of credible information relevant to a claim finding evidence within those sources to support the claim.	\$0.00	No
Action #2	English Department - Argumentative Writing	75% of Preuss students, grades 6-12, will be able to compose, develop, and support an originally written argument of varying length and complexity according to grade-level standards at Level 3: Meets Standards (Proficiency) on the CAASPP test and on-site schoolwide Writing Diagnostic exam.	\$0.00	No
Action #3	English Department - Literature Comprehension	75% of Preuss students, grades 9-12, will be able to identify literary elements (e.g., theme, characterization, figurative language) on the CAASPP test and i-Ready Reading Diagnostic test from a diverse canon of both classic and contemporary authors representing various gender, ethnic, and global identities and perspectives.	\$31,096.00	No
Action #4	Exercise and Health Science Department - Course Access	Creation of a new 8th-grade EHS course, Sports Academy, to better serve ALL high school sports. All 8th graders will take this course and have an opportunity to train every varsity sport in coordination with grade-level Physical Education Standards.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributor
Action #5	Exercise and Health Science Department - Student Achievement/Student Outcomes	Generate goals for improving specific tests within the FitnessGram for 7th and 9th grade. Use historical data from Preuss FitnessGram results to create achievable goals. Use SDUSD FitnessGram data as a comparison.	\$0.00	No
Action #6	Library Science - Current, state-aligned common core standards textbook adoptions	Library will provide current, state-aligned common core standards textbook adoptions for ELA, Math, Science, Social Studies, VAPA, World Languages, and EHS courses for grades 6-12, working with each department.	\$110,613.00	No
Action #7	Library Science - 100% access to online digital resources from home and on campus.	Provide instruction on how to access and use our online digital resources Sixth-grade library orientation Preuss Library website	\$29,632.00	No
Action #8	Library Science - Diversity and Culture	Library will host a collection of fiction written by diverse writers, that represents our school population, provides windows to other cultures and non-fiction books that currently support our school curriculum.	\$9,476.00	Yes
Action #9	Mathematics Department - Middle School Proficiency	50% of students will score "Proficient" or above on the CAASPP assessment in grades 6-8.	\$0.00	No

Action #	Title	Description	Total Funds	Contributor
Action #10	Exercise and Health Science Department - School Climate	Facilities assessment that includes the locker room, Manchester Field and adjacent concrete space, and Fitness Center.	\$800.00	Yes
Action #11	Mathematics Department - High School Proficiency	67% of students will score "Proficient" or above on the CAASPP assessment in grade 11.	\$0.00	No
Action #12	Mathematics Department - Course Access	90% of students will access a 4th-year math course by the time they graduate.	\$13,151.00	No
Action #13	Science - Middle School Proficiency	60 % of 8th-grade students meet or exceed the standard of achievement on CAST.	\$12,327.00	No
Action #14	Science - High School Proficiency	50 % of 12th-grade students meet or exceed the standard of achievement on CAST	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributor
Action #15	Science - Benchmark Development	Develop standard benchmarks by subject. (Pre/post assessments) Biology, Chemistry, Physics, AP courses	\$0.00	No
Action #16	Science - UC Eligibility	90% of students will exceed the UC requirements, with 4 years of science.	\$5,000.00	No
Action #17	Social Science - Advanced Placement	90% of students will have passed at least one AP Social Studies course by graduation.	\$0.00	No
Action #18	Social Science - Application	75% of students will participate in a real-world application of Social Studies skills such as civic engagement and public speaking by the time they graduate.	\$17,433.00	No

Action #	Title	Description	Total Funds	Contributor
Action #19	World Languages and Cultures - Proficiency	80% of students/AP students will perform at the end of level (i-iv) courses at expected proficiency levels as identified by the CDE recommendations for World Languages AP students will earn a score of at least a 3 on the AP Exam in the following three courses: AP Spanish Literature and Culture, AP Spanish Language and Culture or AP Mandarin Language and Culture.	\$10,713.00	No
Action #20	World Languages and Cultures - Analysis	80 % of World Language students will demonstrate critical thinking in relation to analyzing, synthesizing, and producing output both orally and in writing the target language.	\$3,000.00	Yes
Action #21	World Languages and Cultures - World-Readiness	100% of World Language and Culture students will utilize World Languages both within and beyond the classroom to interact and collaborate in their community.	\$0.00	No
Action #22	Visual and Performing Arts - inclusive culture	Grow inclusive and intersectional culture through arts education, increasing student engagement, the climate of art classes, and the campus overall	\$0.00	Yes
Action #23	Social Studies - Professional Development	All Social Studies staff will participate in at least one professional development (workshop, training, seminar) per year on how to engage students and facilitate students' personal connections to social studies.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributor
Action #24	VAPA - Crossdisciplinary support	Support literacy, numeracy, and comprehension from arts access points	\$0.00	No
Action #25	VAPA - Career awareness	Raise awareness of careers in the arts and humanities	\$0.00	No
Action #26	VAPA - Proficiency	90 % of studio art students are proficient in National Core Art Standards (NCAS)	\$0.00	No
Action #27	VAPA - Advanced Placement	75% of AP Studio students score 3 or better on the AP exam	\$0.00	No
Action #28	VAPA - Drama Literacy support	Supporting literacy through comprehension and analysis of poetry, thematic content, plot structure, and characterization. Students utilize skills like analysis, comparing literary, dramatic works to contemporary narratives.	\$0.00	No

Action # Title		Description	Total Funds	Contributor
Action #29	VAPA - Proficiency	90% of students will be proficient in NCTS by the end of coursework.	\$0.00	Yes
Action #30	VAPA - Career awareness	increase awareness of careers in the Arts and Humanities through collaboration with professional artists in residence. Students will engage in professional environments of musical composition. Students will learn of various career options within music through these opportunities. Through the artist in residence program and San Diego Youth Symphony, students will gain access to Western artistry and culture.	\$0.00	No
Action #31	VAPA - UC San Diego presentations	100% of music students will experience UC San Diego Arts and Humanities informational presentations.	\$0.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Goal #	Description
Goal 3	School Structure Addresses the following State Priorities: 1, 2, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

The Preuss School UC San Diego is structured to provide the daily facility operations, the administrative leadership, the business services, and the human relations support needed for every student to achieve our vision. Streamlining a variety of processes and addition of an educational tech position was recommended by staff.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>1. computers for each student to take home 2. hire of ed tech coordinator 3. modernization of furniture and classroom equipment & technology 4. PTA activity participation 5. Parent Square registration 6. Registration days 7. Safe Schools monitoring</p>	<p>1. 50% 2. exploring recruitment 3. new computers and screens for classrooms 4. 50 parents with 10 hours of engagement 5. 48% not registered 6. 450 families attend registration days</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Streamlined processes which provide the daily facility operations, the administrative leadership, the business services, and the human relations support needed for every student to achieve our vision.</p>
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Actions

Action #	Title	Description	Total Funds	Contributor
Action #1	Provide a high technology experience for all scholars and staff.	<p>Provide computers and supports for all students to work remotely at home</p> <p>Hire Educational Technology Coordinator position to develop coursework on selected Learning Management Systems (LMSs). Provides back-end support for the development and technical creation of these courses, applies organizational policies, procedures and objectives to implement the LMS architecture necessary to meet course content programming needs among various functions and departments</p>	\$226,591.00	

Action # Title		Description	Total Funds	Contributor
Action #2	Campus Modernization	<p>Provide a Modern facility to facilitate innovation in instruction and systems</p> <ul style="list-style-type: none"> - Modular desks and furniture, instructional technology, and classroom equipment 	\$400,000.00	No
Action #3	Transportation	<p>The Preuss School UC San Diego brings scholars from all boundary areas of San Diego Unified School District. We are committed to providing transportation to the campus because of the importance of being on part of the University of California San Diego campus.</p> <ul style="list-style-type: none"> - Busing - Transportation passes 	\$2,574,000.00	No
Action #4	University Collaboration	<p>The Preuss School UC San Diego has flourished due in part to the close collaboration with the University of California San Diego.</p> <ul style="list-style-type: none"> - Business Services - Academic Advancement - College courses concurrent enrollment - College and Career Preparation - Internships, Job Shadows, Professional Lecture Series 	\$0.00	Yes
Action #5	Parent Engagement	<p>The Preuss School UC San Diego brings parents from throughout SDUSD to the UC San Diego campus to support scholar achievement.</p> <ul style="list-style-type: none"> - Increase participation in PTA activities - Register all parents in Parent Square - Analyze Parent Coordinator position - title, responsibilities, work calendar, placement of salary scale, identify funding options 	\$0.00	No

Action #	Title	Description	Total Funds	Contributor
Action #6	Streamline administrative procedures	<p>The Preuss School provides effective scholar and staff administrative support services</p> <ul style="list-style-type: none"> - Teachers to utilize Teachers on Reserve for arranging substitutes - Workshops to assist parents with creating Aeries accounts and completing Opening of School packets/required documents - Registration Days for Parents/Students prior to School Opening - Promote compliance with district and state attendance reporting policy - Address chronic absenteeism to support improved attendance - Safe Schools Visitor Management System for both students and visitors - touchless to improve health and safety outcomes (2500x2) - Maximize bus routes to reduce the number of buses 	\$5,000.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.07%	\$123,529.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Preuss services are provided on an LEA-wide basis. Its unduplicated pupil percentage is 55% or

more, and all services are provided to meet the three goals for unduplicated pupils across the state and local priorities. Actions or services go up in cost and complexity annually, resulting in both qualitative and quantitative increases. All standards-aligned curriculum, highly-qualified teaching staff, extended learning time, 7-year advisory program, advanced placement coursework 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 (this year there is a 300+ student waiting list), The Preuss School UC San Diego relies on annual funding increases in order to be able to continue providing existing services despite cost increases.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for English learners are being increased and improved through the hire of an EL Coordinator, and the hosting of quarterly DELAC meetings. A Full-time instructional designer will work with instructors to develop coursework and provide back-end support for the development and technical creation of these courses, apply organizational policies, procedures and objectives, meet quality and accessibility standards, stay on the cutting-edge with regard to educational technology teaching and learning tools used.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Building Social and Emotional Support		\$1,000.00	\$0.00	\$0.00	\$1,500.00	\$2,500.00

1	2	Create new position: English Learner Coordinator responsibilities		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	3	Successful Operation of School ELAC Committee	English Learners	\$0.00	\$0.00	\$0.00	\$600.00	\$600.00
1	4	Creation of online registration packets for incoming/returning students	all student groups applying to Preuss	\$8,502.00	\$0.00	\$0.00	\$0.00	\$8,502.00
1	5	Cultivation of diverse and inclusive school community	n/a	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	1	English Department - Informational Text Comprehension	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2	English Department - Argumentative Writing	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2	3	English Department - Literature Comprehension	all	\$29,096.00	\$0.00	\$2,000.00	\$0.00	\$31,096.00
2	4	Exercise and Health Science Department - Course Access		\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	5	Exercise and Health Science Department - Student Achievement/Student Outcomes	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	6	Library Science - Current, state-aligned common core standards textbook adoptions	all	\$105,613.00	\$5,000.00	\$0.00	\$0.00	\$110,613.00

2	7	Library Science - 100% access to online digital resources from home and on campus.	all	\$29,632.00	\$0.00	\$0.00	\$0.00	\$29,632.00
2	8	Library Science - Diversity and Culture		\$9,476.00	\$0.00	\$0.00	\$0.00	\$9,476.00
2	9	Mathematics Department - Middle School Proficiency	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	10	Exercise and Health Science Department - School Climate		\$800.00	\$0.00	\$0.00	\$0.00	\$800.00
2	11	Mathematics Department - High School Proficiency	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	12	Mathematics Department - Course Access	all	\$13,151.00	\$0.00	\$0.00	\$0.00	\$13,151.00

2	13	Science - Middle School Proficiency	all	\$2,152.00	\$0.00	\$10,175.00	\$0.00	\$12,327.00
2	14	Science - High School Proficiency		\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
2	15	Science - Benchmark Development	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	16	Science - UC Eligibility	all	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
2	17	Social Science - Advanced Placement	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	18	Social Science - Application	all	\$17,433.00	\$0.00	\$0.00	\$0.00	\$17,433.00
2	19	World Languages and Cultures - Proficiency	all	\$10,713.00	\$0.00	\$0.00	\$0.00	\$10,713.00
2	20	World Languages and Cultures - Analysis		\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
2	21	World Languages and Cultures - World-Readiness	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2	22	Visual and Performing Arts - inclusive culture	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	23	Social Studies - Professional Development		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	24	VAPA - Crossdisciplinary support	primary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	25	VAPA - Career awareness	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	26	VAPA - Proficiency		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	27	VAPA - Advanced Placement		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	28	VAPA - Drama Literacy support		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	29	VAPA - Proficiency		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	30	VAPA - Career awareness	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	31	VAPA - UC San Diego presentations	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

3	1	Provide a high technology experience for all scholars and staff.		\$176,591.00	\$0.00	\$50,000.00	\$0.00	\$226,591.00
3	2	Campus Modernization	all	\$0.00	\$400,000.00	\$0.00	\$0.00	\$400,000.00
3	3	Transportation	all	\$2,553,100.00	\$0.00	\$20,000.00	\$900.00	\$2,574,000.00
3	4	University Collaboration		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	5	Parent Engagement	all	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	6	Streamline administrative procedures		\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,975,259.00	\$405,000.00	\$88,675.00	\$3,000.00	\$3,471,934.00

Total Personnel	Total Non-Personnel
\$90,000.00	\$3,381,934.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
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1	1	Building Social and Emotional Support	Schoolwide	schoolwide	single-site at Preuss	\$1,000.00	\$2,500.00
1	2	Create new position: English Learner Coordinator responsibilities	Schoolwide	Schoolwide	single-site at Preuss	\$0.00	\$0.00
1	5	Cultivation of diverse and inclusive school community	Schoolwide	all student groups	single-site at Preuss	\$5,000.00	\$5,000.00
2	4	Exercise and Health Science Department - Course Access	LEA-wide	schoolwide	Preuss	\$5,000.00	\$5,000.00
2	8	Library Science - Diversity and Culture	Schoolwide	all	Preuss	\$9,476.00	\$9,476.00
2	10	Exercise and Health Science Department - School Climate	LEA-wide	all student groups	Preuss	\$800.00	\$800.00
2	14	Science - High School Proficiency	Schoolwide	all	Preuss	\$0.00	\$1,500.00

2	20	World Languages and Cultures - Analysis	Schoolwide	all	Preuss	\$3,000.00	\$3,000.00
2	22	Visual and Performing Arts - inclusive culture	Schoolwide	all	Preuss	\$0.00	\$0.00
2	23	Social Studies - Professional Development	Schoolwide	all	Preuss	\$0.00	\$0.00
2	29	VAPA - Proficiency	Schoolwide	all	Preuss	\$0.00	\$0.00
3	1	Provide a high technology experience for all scholars and staff.	Schoolwide	all	Preuss	\$176,591.00	\$226,591.00
3	4	University Collaboration	Schoolwide	all	Preuss	\$0.00	\$0.00
3	6	Streamline administrative procedures	Schoolwide	all	Preuss	\$5,000.00	\$5,000.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	\$5,800.00	\$5,800.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$200,067.00	\$253,067.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of

this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education. The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory

metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of

the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information - Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need - Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may

be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic

planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder

engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:
<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2)

or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.” Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in

response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides

LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention,

including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate). Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to

use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the

Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved

as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable

outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required

proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type

“No” if the action is not included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
 - **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
 - **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-personnel:** This amount will be automatically calculated.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.