

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Preuss School UCSD

CDS Code: 37683383731189

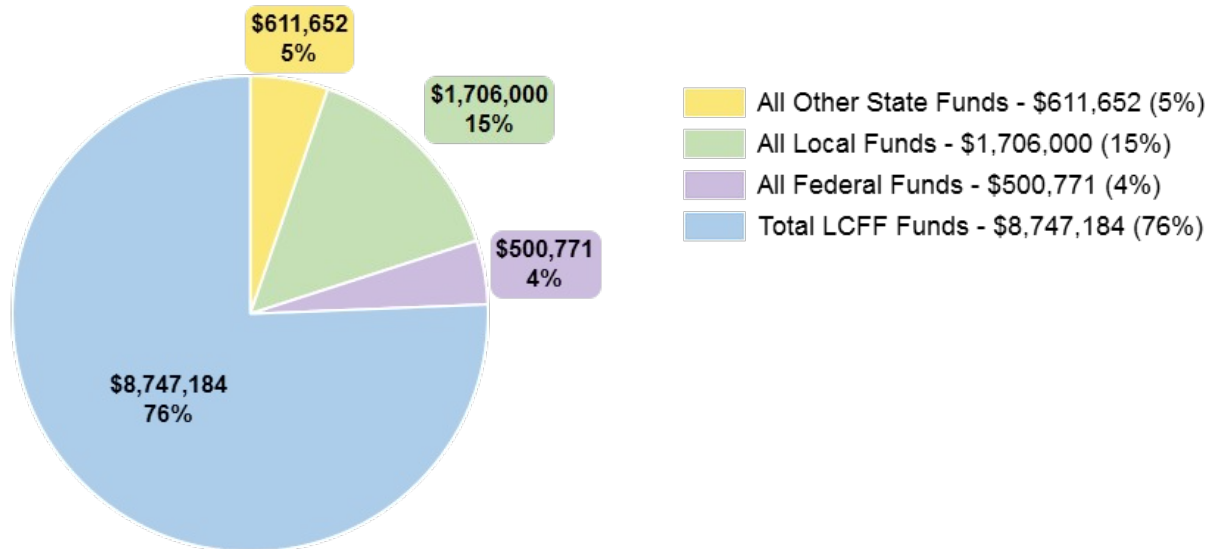
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Karin Marsolais | kmarsolais@ucsd.edu | 822-822-0414

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

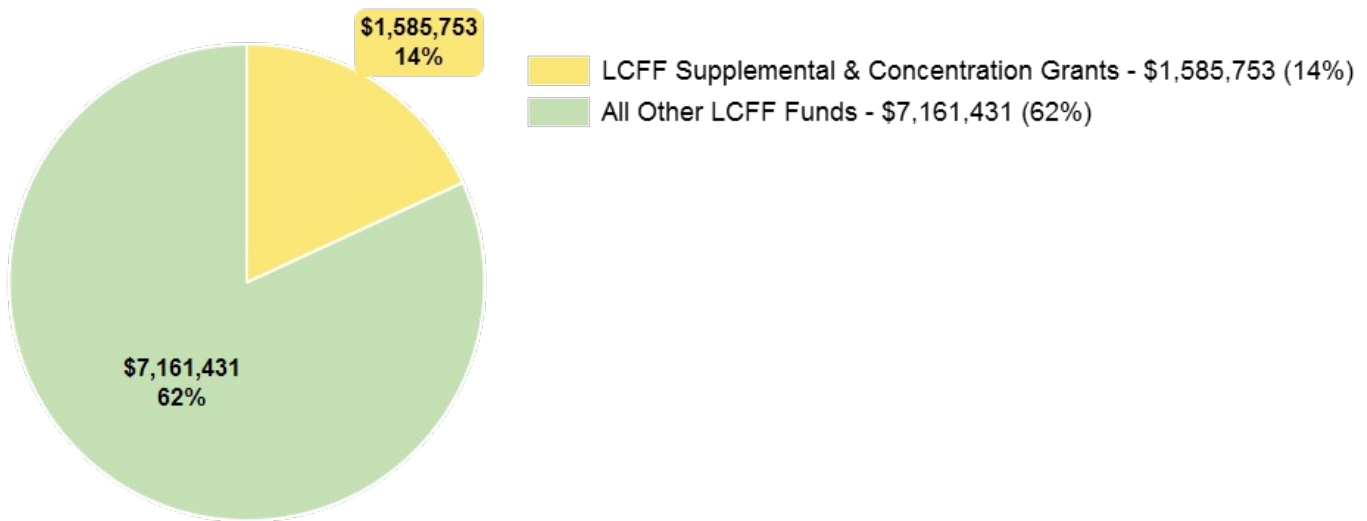
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$611,652	5%
All Local Funds	\$1,706,000	15%
All Federal Funds	\$500,771	4%
Total LCFF Funds	\$8,747,184	76%

Breakdown of Total LCFF Funds



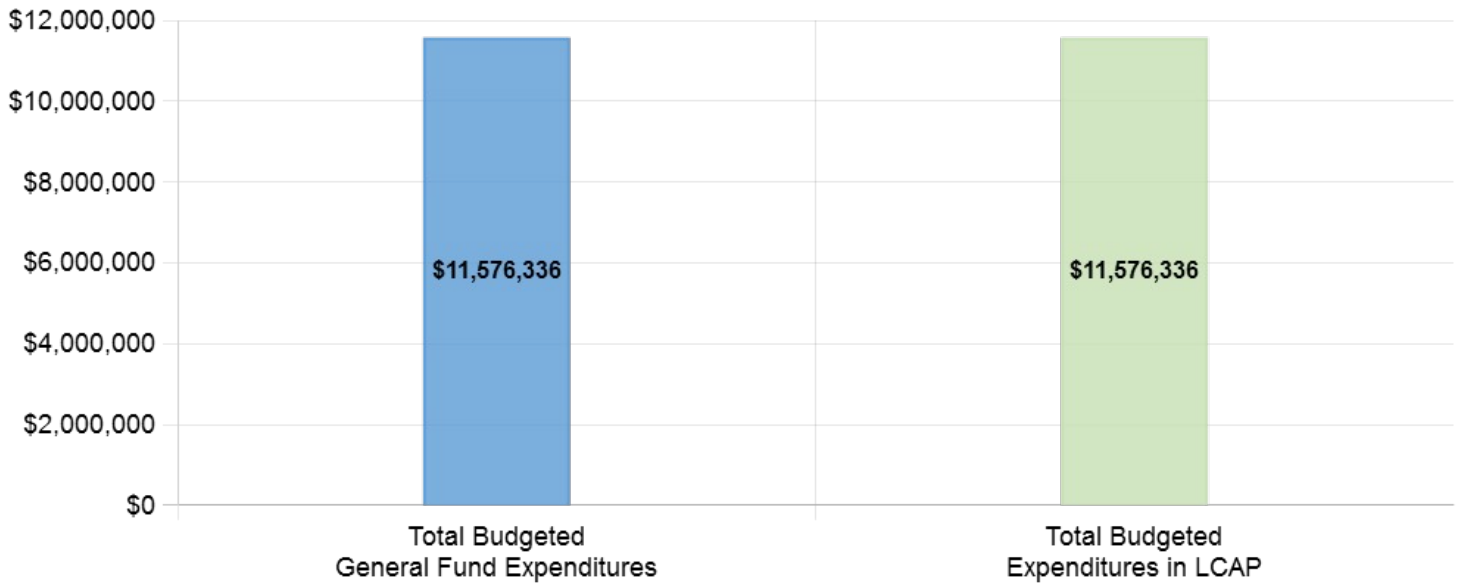
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$1,585,753	14%
All Other LCFF Funds	\$7,161,431	62%

These charts show the total general purpose revenue Preuss School UCSD expects to receive in the coming year from all sources.

The total revenue projected for Preuss School UCSD is \$11,565,607, of which \$8,747,184 is Local Control Funding Formula (LCFF), \$611,652 is other state funds, \$1,706,000 is local funds, and \$500,771 is federal funds. Of the \$8,747,184 in LCFF Funds, \$1,585,753 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$11,576,336
Total Budgeted Expenditures in LCAP	\$11,576,336

This chart provides a quick summary of how much Preuss School UCSD plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Preuss School UCSD plans to spend \$11,576,336 for the 2019-20 school year. Of that amount, \$11,576,336 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

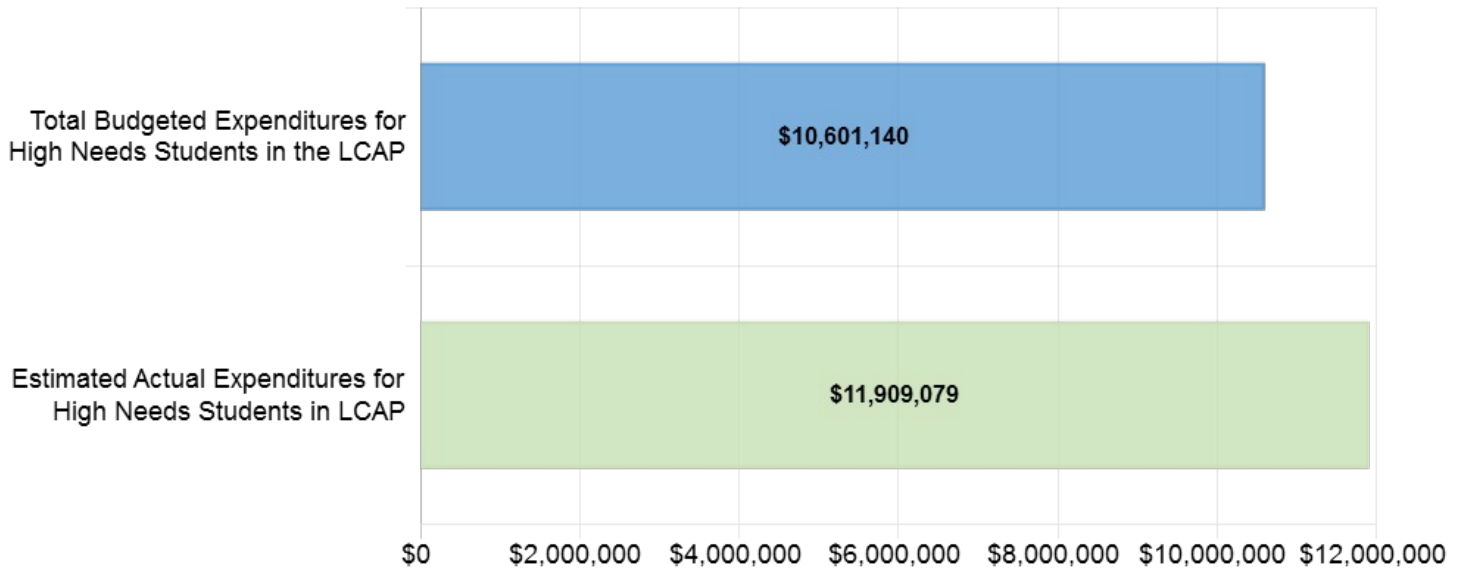
n/a

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Preuss School UCSD is projecting it will receive \$1,585,753 based on the enrollment of foster youth, English learner, and low-income students. Preuss School UCSD must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Preuss School UCSD plans to spend \$11,576,336 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$10,601,140
Estimated Actual Expenditures for High Needs Students in LCAP	\$11,909,079

This chart compares what Preuss School UCSD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Preuss School UCSD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Preuss School UCSD's LCAP budgeted \$10,601,140 for planned actions to increase or improve services for high needs students. Preuss School UCSD estimates that it will actually spend \$11,909,079 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Preuss School UCSD

Contact Name and Title

Karin Marsolais

Chief Administrative Officer

Email and Phone

kmarsolais@ucsd.edu

822-822-0414

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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 longterm 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, MidCity, 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.

The School's goals have remained the same since the inception of the LCFF and the LCAP. They are to:

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

- 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

2: Maintain safe environment conducive to learning with equitable access to materials

- Safe Facilities
- Safe Technology
- Equitable Access to Materials

3: Implement and Support Common Core State Standards

- Keeping The Preuss Mission: Maintain Rigor of the School's College Prep Program (AG requirements)
- Support CCSS implementation through professional development
- Support Schoolwide Literacy Goals, Numeracy Goals, and implementation of technological resources
- Address Achievement Gaps in Special Populations

4: Conditions of Learning: Course Access

- Enrollment in a college prep curriculum for all students
- Timely completion of AG requirements 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
- Modernization/Technology
- Saturday Enrichment Academy
- Academic Credit Recovery Program
- Prepare students for each state of transition

5: Pupil Outcomes – Achievement

- Mandated Testing Completion
- AP Course and Test Completion
- Diagnostic Exam Completion
- One-on-one whenever possible
- EL Reclassification

6: Pupil Outcomes – Other

- PSAT Exam Completion
- SAT Exam Completion
- College Readiness and Application
- Access to Higher Education

7: Engagement – Parent Involvement

- Opportunities for Parental Participation
- Opportunities for Parental Input

8: Engagement – Pupil Engagement

- Maintain positive attendance rates
- Provide opportunities for participation in athletics
- Provide opportunities for student leadership activities

9: Engagement – School Climate

- Minimization of health-related absences or barriers
- Improvement of suspension and expulsion rates
- Anti-bullying environment
- Provision of academic, career, and personal support through mentoring program
- Provide wraparound student support

LCAP Highlights

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

In addition to maintaining key elements of the Preuss model, the school will continue to spend time and resources on four WASC-identified schoolwide action plan goals. They are to:

- 1: Address Achievement Gaps in Special Populations (see Goal 2)
2. Keep The Preuss Mission: Maintain Rigor of the School's College Prep Program (see Goal 2)
- 3: Provide Wrap-Around Student Support (see Goal 8)
- 4: Prepare Students for Each Stage of Transition (see Goal 3)

Administration, faculty, and staff review the goals, rationale, and growth targets of the Schoolwide Action Plan on a regular and ongoing basis: at the beginning of the school year, the end of first semester, and the end of the school year (second semester). The four Schoolwide Action Plan goals are the focus of weekly Professional Development sessions. Teachers work in cross-curricular or departmental small groups to examine school data, review curriculum and standards, and look at student performance data on the CAASPP and other tests (AP, PSAT, teacher-made exams). The work is centered around uncovering the problems pertinent to each goal and more importantly, proposing, writing up, and applying in classroom teaching the next steps or solutions toward meeting the growth targets of each goal. Each teacher's annual Individual Professional Development Plan also incorporates one or more of the goals and the work is presented in a teaching portfolio.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

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. One example from last year is a writing sample project initiated by a 6th grade teacher. She is working with incoming 6th grade students to identify where each one needs support. She is also working to bridge the gap between students with learning differences and the general population. The resulting application of focused supports may include tutoring, additional assessments, Saturday Enrichment Academy, roundtable meetings with the Advisory and other teachers, matching the student up with a mentor for weekly meetings, and preparing the students for the rigorous multiple-subjects schedule they will follow for the next seven years. The school's greatest progress included a 100% graduation rate, 100% college acceptance rate, and college enrollment and completion rates are still to be determined.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

N/A

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

The Chronic Absenteeism indicator for Hispanic students was two levels below the "all student" performance. A new full-time nurse is working with counselors and the attendance coordinator to improve attendance.

The Suspension Rate for English Learners and Students with Disabilities was two levels below "all students." The school is implementing restorative practices, and trauma-informed care. The school is also using alternative methods to suspension (reflective essays, parent meetings, attending Saturday Enrichment Academy, and after school detention). Preuss plans to continue training in these areas for improved outcomes.

Lastly, the Graduation Rate for Hispanic students was two levels below "all students." A third counselor has been added to the staffing for 825 students, reducing caseloads and allowing for greater individualized attention.

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.

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

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.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

- 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

Actual

- 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

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

- 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.

Actual Actions/Services

- 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.

Budgeted Expenditures

\$772

Estimated Actual Expenditures

\$772

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

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\$5000 (BTSA)
\$33,363 (% salary/benefits of PD lead)

\$5000 (BTSA)
\$33,363 (% salary/benefits of PD lead)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Recruitment was conducted using a new system at UCSD called AP Recruit, to ensure diversity, in addition to posting in EdJoin.
Professional Development was scheduled for nearly all Fridays, with Individualized Professional Development Plans completed by the end of the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Preuss maintained its pool of highly qualified teachers.
In the last months of the year, teachers shared what they set out to learn, the data they collected, and major takeaways.
Preuss had a graduation rate of 96%, with 86% registering "prepared" on the College/Career Indicator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

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

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.

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.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1**Planned Actions/Services**

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.

Actual Actions/Services

Kept 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.

Budgeted Expenditures

\$228,093

Estimated Actual Expenditures

\$228,093

Action 2**Planned Actions/Services**

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 County Digital Content Portal (DCP) provides resources, research materials, and teaching tools.
Teacher and student eLibrary resources include ebooks,

Actual Actions/Services

Preuss provided all services listed above.

Budgeted Expenditures

\$119,404

Estimated Actual Expenditures

\$119,404

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Preuss requested additional external security cameras, and 3M window film for added protection.
Library services continue to expand as new products and opportunities present themselves.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Preuss stakeholders report the school is physically sound and provides a safe environment.
Preuss had a graduation rate of 96%, with 86% registering "prepared" on the College/Career Indicator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

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

CCSS are implemented through professional development
Schoolwide Literacy Goals are monitored
Numeracy Goals are monitored
Achievement Gaps in Student Groups are monitored

Actual

CCSS are implemented through professional development
Schoolwide Literacy Goals are monitored
Numeracy Goals are monitored
Achievement Gaps in Student Groups are monitored

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 in-service on technology that supports student skills in CCSS testing, research and writing.

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\$33,363

\$33,363

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated 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

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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

Action 3

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

\$59288

Estimated Actual Expenditures

\$59288

Planned Actions/Services

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); $+x\div$ numbers; dimensional analysis (i.e., age, time, mpg).

Actual Actions/Services

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); $+x\div$

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Graph practice with emphasis on making, reading graphs, charts, tables.

Actual Actions/Services

numbers; dimensional analysis (i.e., age, time, mpg). Graph practice with emphasis on making, reading graphs, charts, tables.

Budgeted Expenditures

Estimated Actual Expenditures

Action 4

Planned Actions/Services

Support Schoolwide Data Use and Analysis Goals: Improve collection, organization and distribution of data for instructional planning and student academic achievement across all departments.

Actual Actions/Services

Support Schoolwide Data Use and Analysis Goals: Improve collection, organization and distribution of data for instructional planning and student academic achievement across all departments.

Budgeted Expenditures

\$5150

Estimated Actual Expenditures

\$5150

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated 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.

Address Achievement Gaps in Special Populations:

- Developed benchmark and assessments to track progress in literacy
- Researched possible options for a parent training for “at home” scenarios (check student’s planner, homework, etc.)
- Researched how to promote self-advocacy for students in and out of class (how to properly address emails, ask for help, etc.)
- Researched Methods on promoting study skills and textbook literacy
- Developed/planned structure for “End of Block” minutes for student organization and homework review in each class.

0

0

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Maintained Rigor of the School's college preparatory program – improved performance on CAASPP tests

- Documented vertical articulation in each discipline to increase cross-curricular planning
- Increased teacher effectiveness and retention

0

0

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students have shown academic progress.
Preuss had a graduation rate of 96%, with 86% registering "prepared" on the College/Career Indicator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

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

- 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
- Advisory/University Prep coursework
- Access to Modernization/Technology
- Saturday Enrichment Academy participation
- Academic Credit Recovery Program participation
- Preparation for each stage of transition

Actual

- 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
- 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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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.

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.

\$763,484

\$763,484

Action 3

Planned Actions/Services

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.

Actual Actions/Services

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.

Budgeted Expenditures

\$8441

Estimated Actual Expenditures

\$8441

Action 4

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

\$562,733

Estimated Actual Expenditures

\$562,733

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

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.

\$128,750

\$128,750

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

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.

\$10,300 busing
\$15,450 teacher extended day pay

\$10,300 busing
\$15,450 teacher extended day pay

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

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.

\$30,900

\$30,900

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 struggles with social/emotional need, team-building activities, enrichment resource packets with basic math functions review and summer journaling prompts, club opportunities, 6th grade camp

Prepared 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 struggles with social/emotional need, team-building activities, enrichment resource packets with basic math functions review and summer journaling prompts, club opportunities, 6th grade

\$562,754

\$562,754

Planned Actions/Services

- 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.

Actual Actions/Services

- 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.

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Preuss had a graduation rate of 96%, with 86% registering "prepared" on the College/Career Indicator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

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

- Mandated Testing Completion
- AP Course and Test Completion
- Diagnostic Exam Completion
- One-on-one whenever possible
- ELA Reclassification

Actual

- Mandated Testing Completion
- AP Course and Test Completion
- Diagnostic Exam Completion
- One-on-one whenever possible
- ELA Reclassification

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Students will participate in state-mandated assessments to include CAASPP/Smarter Balanced, CELDT, Fitnessgram. Middle and High School Counselors, Admissions and Athletic Director track exam scores using a data warehouse system (Aeries.net).

Students participated in state-mandated assessments to include CAASPP/Smarter Balanced, CELDT, Fitnessgram. Middle and High School Counselors, Admissions and Athletic Director tracked exam scores using a data warehouse system (Aeries.net).

\$5374

\$5374

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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).

All high school students were encouraged and supported in the taking of all AP exams. College Counselor coordinated 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).

\$45,000

\$45,000

Action 3

Planned Actions/Services

Math diagnostic and reading level diagnostic (QRI) administered at beginning of school year determines needs of incoming 6th graders. Participation and outcomes of Math enrichment class, CAHSEE support class monitored by advisory, academic and counseling departments.

Actual Actions/Services

Math diagnostic and reading level diagnostic (QRI) administered at beginning of school year determines needs of incoming 6th graders. Participation and outcomes of Math enrichment class, CAHSEE support class monitored by advisory, academic and counseling departments.

Budgeted Expenditures

\$721

Estimated Actual Expenditures

\$721

Action 4**Planned Actions/Services**

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.

Actual Actions/Services

Instructional aides were 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 worked with students in classes each quarter.

Budgeted Expenditures

\$8,487
\$21,218

Estimated Actual Expenditures

\$8,487
\$21,218

Action 5**Planned Actions/Services**

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,

Actual Actions/Services

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;

Budgeted Expenditures

\$4754

Estimated Actual Expenditures

\$4754

Planned Actions/Services

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.

Actual Actions/Services

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.

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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. Preuss had a graduation rate of 96%, with 86% registering "prepared" on the College/Career Indicator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

none

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

- Access to PSAT Exam Completion
- Access to SAT Exam Completion
- College Readiness and Application
- Access to Higher Education

Actual

- Access to PSAT Exam Completion
- Access to SAT Exam Completion
- College Readiness and Application
- Access to Higher Education

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All 9th and 11th graders will take the PSAT.
Counseling team monitors test results.

All 9th and 11th graders in attendance were tested. The Counseling team monitored test results.

0

0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All high school students take the SAT.
HS Counselor tracks test results.

All high school students in attendance took the SAT.
Counselors tracked test results.

0

0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

10th graders took at least Euro Hist AP exam
 11th graders took at least Eng Lang & US Hist AP exam
 12th graders took at least Eng Lit & US Gov AP exam
 All students took Spanish through the AP Spanish class
 Upon graduation, students had taken 6-9 AP exams.

\$45,000

\$45,000

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

College counselor works with colleges to arrange visits, works with students on campus matching. Tracking example:
 A-G completion rate: 95% for class of 2014
 College application rate: 100% for class of 2014
 College acceptance rate: 92% for class of 2014.

College counselors worked with colleges to arrange visits and worked with students on campus matching.

\$34,093

\$34,093

Action 5**Planned Actions/Services**

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.

Actual Actions/Services

Counselors used Naviance software for scholarship applications.
 A Saturday parent meeting provided financial aid instruction & support from UCSD Financial Aid Office.
 Between \$1-2M in scholarships were announced at the Senior Awards ceremony.

Budgeted Expenditures

\$34093

Estimated Actual Expenditures

\$34093

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

By providing exam access, college matching and application support, the senior class was able to to have a high college acceptance rate. For a variety of reasons not all enroll, but the majority do, and college graduation rates by Preuss students exceed 62%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

none

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

- Multiple Opportunities for Parental Participation
- Opportunities for Parental Input

Actual

- Multiple Opportunities for Parental Participation
- Opportunities for Parental Input

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Monthly PTA Executive

Monthly PTA Executive

\$30099

\$30099

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

11th Grade Student and Parent College Information Saturday
 12th Grade Financial Aid Saturday – UCSD financial aid team walks parents through the app online
 Student Roundtables: Parents invited to discuss their student’s performance and engagement, strategies for success
 Computers 4 Kids non-profit offers discounted recycled computers to parents.

Actual Actions/Services

11th Grade Student and Parent College Information Saturday
 12th Grade Financial Aid Saturday – UCSD financial aid team walks parents through the app online
 Student Roundtables: Parents invited to discuss their student’s performance and engagement, strategies for success
 Computers 4 Kids non-profit offers discounted recycled computers to parents.

Budgeted Expenditures

Estimated Actual Expenditures

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

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.

\$8464 Aeries
\$3090 Parent Square

\$8464 Aeries
\$3090 Parent Square

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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, class-wide, or schoolwide information dissemination via email, phone message, and text message. Parent engagement contributed significantly to the the Preuss graduation rate of 96%, with 86% registering "prepared" on the College/Career Indicator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

none

Goal 8

Engagement – Promote Pupil Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected

- Maintain positive attendance rates
- Provide opportunities for participation in athletics
- Provide opportunities for student leadership activities

Actual

- Maintained positive attendance rates
- Provided opportunities for participation in athletics
- Provided opportunities for student leadership activities

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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
 Weekly check-in at student services meeting regarding progress of need-identified students

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
 Weekly check-in at student services meeting regarding progress of need-identified students

\$412,000

\$412,000

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Preuss offered 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

\$412,000

\$412,000

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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)

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, Spanish National Honor Society, Social Studies National Honor 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)

\$5150

\$5150

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Advanced planning, staffing, and resources such as home-to-school busing make it possible to provide extra-curricular activities, which help to keep attendance and graduation rates high, while absenteeism and dropout rates are low. 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+%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

none

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

- 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

Actual

- 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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1**Planned Actions/Services**

Preuss employs a full-time nurse who strives for a 100% immunization rate, and educates students and families in health practices such as adequate nutrition and disease prevention. Provides vision and hearing screening. Annual staff training in CPR, bloodborne pathogens. Tracking of all health interventions, illness trends, immunizations, parent/family linkages to community resources such as clinics, insurance coverage.

Actual Actions/Services

The nurse achieved a 100% immunization rate, and educated students and families in health practices such as adequate nutrition and disease prevention. She provided vision and hearing screening and tracked all health interventions, illness trends, immunizations, and offered parents and families linkages to community resources such as clinics and insurance coverage.

Budgeted Expenditures

\$186,430

Estimated Actual Expenditures

\$186,430

Action 2**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

The full-time supervisor and counselors, VP, social worker, Special Ed staff, and nurse collaborated to address individual student needs and situations.

\$64,787

\$64,787

Action 3

Planned Actions/Services

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.

Actual Actions/Services

Chelsea's Light Foundation students served as peer counselors for the student body, sponsoring several special events during the year.

Budgeted Expenditures

\$5000

Estimated Actual Expenditures

\$5000

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Nearly 90 background-checked mentors worked with students this year. Mentoring activity was tracked using software, and appreciation events were held which provided mentoring PD and/or guest speakers. This year all mentors needed to be registered officially as UC San Diego volunteers, requiring extra forms, background checks, and training.

\$30,098

\$30,098

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide wraparound 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.

Provided wraparound student support:
Promoted comprehensive support to address social and emotional learning needs to provide a more balanced approach to academic and personal success at Preuss – all staff had training to develop students' coping skills, strategies, and inner resources to be mentally, physically, emotionally and spiritually healthy. Analyzed existing data, reviewed interventions and shared with staff/parents.

\$412,000

\$412,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

A full-time nurse, campus supervisor, Chelsea's Light Peer Corps program, mentoring program, and wraparound services were in place to promote connectedness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

none

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parent stakeholders participate in monthly PTA executive board meetings, monthly PTA meetings held on Saturdays to allow for better attendance, and also have a representative on the Preuss Advisory Board. This year, parents were again invited to complete a survey, either electronically using Parent Square or using paper and pencil.

Student stakeholders completed the Healthy Kids Survey; identified needs are reviewed annually at staff development to determine next steps for teachers and pupil support services.

Teacher input is derived from Department meetings, IST meetings, Faculty meetings, and Education Subcommittee meetings.

Community stakeholders include members of the Preuss Advisory Board, who review and comment on the LCAP annually.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Parents continue to support Preuss' learning objectives, school climate, faculty, and college preparatory opportunities. As a result of opening the Parent Portal to the Student Information System, Aeries, parents have been more involved with their student's academic progress and have more positive feedback on 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 was implemented as an additional communication strategy allowing for individual, class-wide, or schoolwide information dissemination via email, phone message, and text message. Plans are to add the capability for teachers and staff to text to students and student groups.

In response to the student-identified need for additional one-on-one instruction and help with difficult assignments/questions, Preuss increased its tutoring pool, and purchased software to better track needs and make matches between tutors/mentors and students. The volunteer coordinator continues to process/orient over 100 UCSD tutors each quarter to assist in classrooms and the mentoring program is growing as well. The Healthy Kids Survey revealed a significant percentage of students who experienced academic and home-related stress. In response, teachers are exploring ways to provide emotional and mental health support while pushing the academic stamina needed for college entrance, including a focus on time management and maximizing class time to complete assignments. Conflict resolution strategies continue to be promoted; students generally feel safe and close to other students, teachers, and staff at the school.

Teachers identified groups needing assistance and during staff development time they defined the characteristics of the groups, what they planned to implement, what they did with the groups, and summed up their takeaways. The groups included students needing to repeat a year, emotionally at-risk students, students struggling with Math, students who need help with executive functioning, point-chasers, non-heritage speakers (Spanish), compliant non-learners, and those with an Individualized Education Program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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:

Identified Need:

This is not a deficit-based goal. The School's model of providing a rigorous college-prep curriculum depends on highly qualified teachers to prepare, deliver, evaluate, and refine Advanced Placement and Honors coursework, guide each class of students through seven years of personal and academic achievement, and 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.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
---------------------------	-----------------	----------------	----------------	----------------

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

- 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

- 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

N/A

N/A

- 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

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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:

Identified Need:

This is not a deficit-based goal. The School's model of providing a rigorous college-prep curriculum depends on adequate resources in terms of facilities, technology, and academic materials 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.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Safe facilities Safe technology Equitable access to materials	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	N/A	N/A	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

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

**Budget
Reference**

N/A

N/A

N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Implement and support Common Core State Standards

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Identified Need:

This is not a deficit-based 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.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<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 Special Populations are monitored</p>	<p>N/A</p>	<p>N/A</p>	<p>CCSS are implemented through professional development Schoolwide Literacy Goals are monitored Numeracy Goals are monitored Achievement Gaps in Special Populations are monitored</p>
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Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
Scope of Services:
Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures
Year
2017-18
2018-19
2019-20
Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

**Budget
Reference**

N/A

N/A

N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		Unchanged
--	--	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	N/A	N/A
-----	-----	-----

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A	N/A
-----	-----

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

Budget Reference

N/A

N/A

N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		Unchanged
--	--	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	N/A	N/A
-----	-----	-----

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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:

Identified Need:

This is not a deficit-based goal. The School's model of providing a rigorous college-prep curriculum depends on course access 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.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

- 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

- 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

N/A

N/A

- 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

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

Budget Reference	N/A	N/A	N/A
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Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 5

Pupil Outcomes Promote Academic Achievement

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

This is not a deficit-based goal. The School's model of providing a rigorous college-prep curriculum depends on assessments and supports to determine baselines, scaffolding, and progress.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

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

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		Unchanged
--	--	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

Budget Reference

N/A

N/A

N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	0
Source	N/A	N/A	n/a
Budget Reference	N/A	N/A	n/a

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 6

Pupil Outcomes: Provide Additional College Prep/Academic Opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities:

Identified Need:

This is not a deficit-based goal. The School's model of providing a rigorous college-prep curriculum depends on assessments and supports to ensure access to higher education.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

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

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

Budget Reference

N/A

N/A

N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 7

Engagement – Seek and Promote Parent Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

This is not a deficit-based goal. Parental input in decision making and participation in programming are conducive to increased progress in academic and social growth.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<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 	N/A	N/A	<ul style="list-style-type: none"> • Multiple Opportunities for Parental Participation • Opportunities for Parental Input
---	---	-----	-----	---

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

N/A

N/A

Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 8

Engagement – Promote Pupil Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Identified Need:

This is not a deficiency-based goal as attendance and graduation rates are very high, while absenteeism and dropout rates are very low.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<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"> • Maintain positive attendance rates • Provide opportunities for participation in athletics • Provide opportunities for student leadership activities 	N/A	N/A	<ul style="list-style-type: none"> • Maintain positive attendance rates • Provide opportunities for participation in athletics • Provide opportunities for student leadership activities
---	---	-----	-----	---

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

Budget Reference

N/A

N/A

N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		Unchanged
--	--	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	N/A	N/A
-----	-----	-----

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 9

Engagement – Promote Connectedness through School Climate

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Identified Need:

This is not a deficit-based goal. Parent and student surveys indicate a high level of satisfaction with the school's climate.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<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 	<p>N/A</p>	<p>N/A</p>	<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
--	--	------------	------------	--

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

N/A

N/A

Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

**Budget
Reference**

N/A

N/A

N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

N/A

N/A

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

N/A

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

N/A

N/A

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or

quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

N/A

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,585,755

22.14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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 nine 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 379-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.