University Preparatory Academy Charter School
San Jose, California

Local Control Accountability Plan (LCAP)
2015-2016

Introduction:

LEA: University Preparatory Academy Charter School   **Contact:** Daniel Ordaz, Executive Director, ordazdan@gmail.com, 408.391.1529   **LCAP Year:**2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
The involvement of students, parents and staff in the development of the LCAP included the following: • A meeting with the Executive Director's Advisory council that includes EL parents to obtain their suggestions for the new LCAP to be submitted in 2015-16 • A meeting with Student Body officers and class representatives regarding their ideas for the new LCAP. Through a group process, the students were able to determine their top 3 priorities • Through the use of email, the staff was requested to submit their LCAP priorities to the Executive Director. The priorities were discussed in a faculty meeting • A Board study session was held in March 2015 for any parent/community member to offer suggestions for LCAP priorities. Through a group process, the general public at the study session was able to determine their top priorities • Parents from the school's English Learner Advisory were asked to attend a meeting to review suggestions for the LCAP • A public hearing on the draft of the LCAP to be submitted in 2015-16 was held in April 2015 • Input form the public hearing was considered before Board approved the final LCAP in June 2015.	Received information and feedback from a broad cross section of the school community regarding school needs and what priorities might be considered for the LCAP. These meetings have resulted in the generation of educational priorities recommended by these constituencies for the LCAP. Their priorities were included in this LCAP. Due to some limitations such as availability of classroom/office space and athletic fields not all of the suggestions can be fully implemented. Many suggestions were offered by student and parents; however, but these suggestions were of interest to one or two individuals. The priorities in this LCAP are included because they were the overwhelming choices of the constituencies as determined by the group process. Two suggestions that did have some votes were 1) to eliminate the daily 30-minute advisory period and 2) administer surveys to students regarding their teachers. Regarding # 1, there is some useful information that is delivered in advisory periods also, there is potential to improve the advisory period and make it more meaningful to students and teachers. Shortening the school day by 30 minutes and not replacing it with any program is not a change the administration was willing to make at this time. Regarding #2, some teachers issue surveys to their students; however, this practice is not consistent throughout the faculty and indeed some of the faculty are not ready for this perception survey. The administration is at this time including exploring the use of surveys in a comprehensive teacher evaluation system that would include, video taping lessons, surveys, observations, setting SMART goals, coaching and mentoring. The Executive Director currently has A faculty committee developing this evaluation/compensation system.

Annual Update:
The results of the school's ongoing work to accomplish the expected outcomes of the LCAP were reviewed with the School Board each semester, Fall and Spring, during the Executive Director's report portion of the Board agenda. Also at each Executive Director's advisory council meeting, progress reports on the LCAP were issued.
Excellent progress was made in all goals. Where little progress was evident was in areas where there were facilities limitations that could not be overcome during the 2014-15 school year.

Annual Update:
A consistent criticism form our school community was the complexity of the 2014-15 LCAP form. Our constituents had a difficult time relating sections 2, 3A and 3B of the old form. The new form is much simpler to read and process.

Another suggestion was to group like activities/objectives under one goal or series of goals and thus enable the LCAP to show coherence between the various activities. As a result, the LCAP submitted in 2015-16, all goals and activities are subsumed in 4 goals areas. They are:
- Eliminate the achievement gap
- Build and enhance a college going culture
- Support for English Learners
- Strengthen the culture of accountability
- Improve the quality of student life on campus
- Improve the availability of computing devices on campus and implement more technology courses in the curriculum

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

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

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

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

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

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

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

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

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school

climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

University Preparatory Academy
Local Control Accountability Plan (LCAP)
2015-2016

Section 2: Goals and Progress Indicators

Over the course of three years, University Preparatory Academy has affirmed its Mission, Vision and Core Values. The WASC accreditation process, parent grade level meetings, student meetings, surveys and now LCAP have served to facilitate a wholesale review of these important guiding principals. The Vision, Mission and Core Values are listed below.

These important planning processes have also served to identify needs that have become schoolwide priorities and initiatives. These priorities are listed in Section 2, Goals and Progress Indicators; they will guide our work over the course of the next three years in becoming a better school.

MISSION STATEMENT

Prepare students to enter and excel in the best colleges and universities in the nation

VISION

❖ *Provide a private school education at no charge*
❖ *Take students in the middle of the bell shaped curve, provide a rigorous curriculum, hold high expectations, provide a safe environment and watch them excel*

CORE VALUES

❖ ***Commitment to Program Success:*** *In order to ensure the success of the school's educational program as outlined, UPA will hire and train a dedicated, professional staff that are committed to the success of every student.*

❖ ***Dedicated, Professional Staff and Leadership:*** *UPA will hire effective organizational leaders, including administrators, teachers, and support staff who understand that great schools require great school leadership. School leadership will utilize collaborative decision-making involving students, parents, staff and community. The main concern of leadership will be to continually improve instruction, curriculum and school climate.*

❖ ***Student, Parent, and Staff Commitment:*** *All stakeholders must make and uphold a commitment to the school and each other to put in the time, energy and effort to achieve success.*

❖ ***Growth:*** *We are all at various stages of proficiency in subject knowledge, and character development. At UPA all are expected to grow and improve in a continuous cycle of learning. Mediocrity, standing still and regression are not expected outcomes at UPA.*

❖ ***Collaboration:*** *At UPA we believe that learning best occurs when others are partnering in our learning. We also believe that the school will attain its stated goals through collaboration with the school community.*

❖ *Responsibility: At UPA, staff and students take responsibility for their own actions.*

❖ *Integrity: At UPA, staff, students and community members operate with honesty and sincerity at all times. Integrity promotes trust and respect; integrity includes fixing our mistakes when they occur.*

EXPECTED SCHOOL WIDE LEARNING RESULTS (ESLRs)

❖ *UPA students will possess strong written and verbal communication skills.*

❖ *UPA students will demonstrate mastery of and apply mathematical and scientific concepts.*

❖ *UPA students will think critically and creatively.*

❖ *UPA students will utilize a global perspective.*

❖ *UPA students will be technologically fluent.*

❖ *UPA students will practice and value the visual and performing arts.*

❖ *UPA students will exhibit leadership skills that demonstrate personal and social responsibility.*

SCHOOL INITIATIVES

❖ Eliminate the achievement gap

❖ Enhance student access to co-curricular clubs and organizations.

❖ Prioritize preparation plans for Common Core implementation.

❖ Develop schoolwide traditions that celebrate individual student academic success (e.g. honor roll).

❖ Ongoing, schoolwide, integration of student-centered technology in curriculum design.

❖ Redesign advisory curriculum to maximize instructional minutes in ways that better support student learning.

❖ Further develop the schoolwide instructional norms that foster 21st century learning.

SCHOOL ACHIEVEMENTS
- **Standard Of Excellence** – Academic success at UPA is defined by a grade of C- or better in courses taken at UPA.

- **Graduation Rate** – The school's goal is to graduate 100% of 12th grade students.

- **Ethnic Diversity** – The school closely reflects the ethnic diversity of Santa Clara County which it serves.

- **Access To A Rigorous Curriculum** – The course of study offered at UPA is exclusively the UC a-g curriculum.

- **Advanced Placement** – UPA offers 12 Advanced Placement courses per year in the areas of Social Science, Mathematics, Science, English, World Languages, and The Arts.

- **Attendance Rate** – Student attendance is expected at UPA and typically exceeds 97% of the school year.

- **Longer School Day; Longer School Year**
  - UPA students attend a total of 185 school days per year, which is longer than most schools.
  - Most UPA students attend school for 7 periods per day.

SCHOOL INITIATIVES FOR CONTINUOUS IMPROVEMENT
While the school has accomplished much over the course of its existence, our meetings with the UPA Board, parents, students, and staff have identified educational priorities/activities that are grouped into the six major initiatives listed below.
  - Eliminate the Achievement Gap
  - Build and Enhance a College Going Culture
  - Support for English Learners
  - Strengthen the Culture of Accountability
  - Improve the Quality of Student Life on Campus
  - Improve the Availability of Computing Devices and Implement More Technology Courses Into the Curriculum

The priorities/activities are all addressed in the LCAP that follows.

Metrics:
As a high school district, we do not receive a California Department of Education (CDE) calculation for middle school dropout rates. Therefore, these metrics will not be used in our plan.

GOAL:	Eliminate the Achievement Gap by implementing the AVID program, a summer math/literacy institute, and an academic intervention program, including tutoring and staff office hours as well as a support program for students taking AP classes.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 **X** 5__ 6__ 7 **X** 8__ COE only: 9__ 10__ **Local**: Closing the achievement gap; School Mission

Identified Need:	UPA has identified an achievement gap between identified students primarily Latinos and the rest of the UPA student population. Some of our identified students need to build the skills that will enable them to experience success in UPA and college; they also need access to summer programs in order to retain previous learning and give them a "head start" to the coming instruction in math and English. Finally these students need support in support in accessing and succeeding in AP classes that are required for graduation.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Implement AVID program in Grade 7 and enroll at least 20 students for the class; 75% of the AVID students will earn a GPA of 2.5 or better. 2. Offer a Summer Math/Literacy Institute (SMLI) for identified students; recruit students and meet with parents prior to the start of the SMLI; at least 75% of the students will earn a grade of –C or better in math 7 and/or English 7. 3. Allocate .4 FTE for math support classes to be offered to identified students during the school day in 2015-16. 4. Establish staff office hours for after school tutoring and a process for students to obtain academic support during advisory period. 5. Counselors work with students during counseling meetings to select AP courses in their area of interest; 75% of AP students will pass their AP exams with a score of 3 or better; increase the number of students taking the SAT/PSAT and ACT over the previous year and obtain feedback form students regarding additional AP courses to offer in the curriculum.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand the AVID Program to include grade 7 enrolling at least 20 targeted students in each grade using AVID Criteria: • Appoint and provide training for AVID Teachers • Purchase necessary AVID curriculum materials • Recruit students (must meet AVID enrollment criteria)	Grades 7-9	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,856
Continue offering a Summer Math Literacy Institute (SMLI) for incoming 7th graders needing a "head start" in math and English: • Establish summer school calendar • Revise curriculum materials as appropriate • Hire SMLI staff • Identify and recruit students for the SMLI	Grade 7	_X_ALL --- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000

Implement an intervention program for "at-Risk" students in math and English: • Allocate FTE for math support classes • Train staff on use and analysis of state testing and NWEA assessment data • Use achievement data to determine success of the program	Grades 7-12; English and Math	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000
Establish an after school tutorial program: • Locate appropriate school classroom to serve as the tutorial center. Establish days & hours for operation of the center • Hire staff on an hourly basis • Advertise the center to students during advisory classes • Monitor attendance and reasons for students attending the center	Grades 7-12 all courses	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,127
Establish staff office hours to enable student support and assistance during advisory period and after school: • Require all teachers to establish after school office hours and post hours in all classrooms • Work with staff to establish one advisory period /week to allow students to seek help from any teacher during their advisory period	Grades 7-12 all courses	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-
Develop a program of support and assistance for students taking AP courses: • Encourage students in grades 9,10 and 11 to take the PSAT/SAT • Counselors will guide students in selecting AP course choices • Develop incentive program(s) to encourage AP course enrollment • Survey students for future AP course offerings	Grades 9-12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	1. Implement AVID program in Grade 10 and enroll at least 20 students for the class; 75% of the AVID students will earn a GPA of 2.75 or better. 2. Offer a Summer Math/Literacy Institute (SMLI) for identified students; recruit students and meet with parents prior to the start of the SMLI; at lease 80% of the students will earn a grade of –C or better in math 7 and/or English 7. 3. Allocate .4 FTE for math support classes to be offered to identified students during the school day in 2015-16. 4. Announce staff office hours for after school tutoring and a process for students to obtain academic support during advisory period. 5. Counselors continue working with their counselees during meetings to select AP courses in their area of interest; 80% of AP students will pass their AP exams with a score of 3 or better; increase the number of students taking the SAT/PSAT and ACT over the previous year and obtain feedback from students regarding additional AP courses to offer in the curriculum.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand the AVID Program to include grade 10 enrolling at least 20 targeted students in each grade using AVID Criteria: • Appoint and provide training for AVID Teachers • Purchase necessary AVID curriculum materials • Recruit students (must meet AVID enrollment criteria)	Grade 7-10	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$63,856
Continue offering a Summer Math Literacy Institute (SMLI) for incoming 7th graders needing a "head start" in math and English: • Establish summer school calendar • Revise curriculum materials as appropriate • Hire SMLI staff • Identify and recruit students for the SML	Grade 7	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$14,000
Maintain the after school tutorial program: • Locate appropriate school classroom to serve as the tutorial center. Establish days & hours for operation of the center • Hire staff on an hourly basis • Advertise the center to students during advisory classes • Monitor attendance and reasons for students attending the center	Grades 7-12 all courses	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain staff office hours to enable student support and assistance during advisory period and after school: • Require all teachers to establish after school office hours and post hours in all classrooms • Work with staff to establish one advisory period /week to allow students to seek help from any teacher during their advisory period	Grades 7-12 all courses	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-
Maintain the program of support and assistance for students taking AP courses: • Encourage all students in grades 9,10 and 11 to take the PSAT/SAT • Counselors will guide students in selecting AP course choices based on their interest • Continue implementing and/or expanding the incentive program(s) to encourage AP course enrollment • Survey students for future AP course offerings	Grades 9-12	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-

	LCAP Year 3: 2017-18
Expected Annual Measurable Outcomes:	1. Announce staff office hours for after school tutoring and a process for students to obtain academic support during advisory period. 2. Counselors continue to work with students during counseling sessions to select AP courses in their area of interest; 80% of AP students will pass their AP exams with a score of 3 or better; increase the number of students taking the SAT/PSAT and ACT over the previous year and obtain feedback from students regarding additional AP courses to offer in the curriculum.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the after school tutorial program: • Locate appropriate school classroom to serve as the tutorial center. Establish days & hours for operation of the center • Hire staff on an hourly basis • Advertise the center to students during advisory classes • Monitor attendance and reasons for students attending the center	Grades 7-12 all courses	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-

Maintain staff office hours to enable student support and assistance during advisory period and after school: • Require all teachers to establish after school office hours and post hours in all classrooms Work with staff to establish one advisory period /week to allow students to seek help from any teacher during their advisory period	Grades 7-12 all courses	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-
Maintain the program of support and assistance for students taking AP courses: • Encourage students in grades 9,10 and 11 to take the PSAT/SAT • Counselors will guide students in selecting AP course choices • Develop incentive program(s) to encourage AP course enrollment Survey students for future AP course offerings	Grades 9-11	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-

GOAL:	Purchase updated textbooks for core classes, including World Language	Related State and/or Local Priorities:
		1 **X** 2__ 3__ 4__ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local: Specify _____

Identified Need:	Core curricular areas need updated textbooks and departments need to be able to plan when their next opportunity will come to purchase new textbooks

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. A list of textbooks, and editions by course
	2. A written textbook procedure and a schedule for purchasing newer editions of textbooks by department
	3. A report to the Board in the fall of each year outlining the status of textbooks by course

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a list of textbooks by course and edition.	Grades 7-12	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-
Review the list with departments and develop a plan to purchase newer edition textbooks by departmental rotation so that departments have sufficient textbooks of recent editions	Grades 7-12	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-
Develop forms, ordering procedure and purchase textbooks	Grades 7-12	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$65,000

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	1. A revised list of textbooks, and editions by course 2. Revised written textbook procedure as necessary and a schedule for purchasing newer editions of textbooks by department 3. A report to the Board in the fall of each year outlining the status of textbooks by course			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Revise the list of textbooks by course and edition as appropriate.	Grades 7-12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		-
Review the list of textbooks with departments and indicate the departments as per the rotation that will be purchasing textbooks.	Grades 7-12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		-
Revise forms, ordering procedure and purchase textbooks as planned	Grades 7-12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$65,000

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	1. A revised list of textbooks, and editions by course 2. Revised written textbook procedure as necessary and a schedule for purchasing newer editions of textbooks by department 3. A report to the Board in the fall of each year outlining the status of textbooks by course			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Revise the list of textbooks by course and edition as appropriate.	Grades 7-12	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		-
Review the list of textbooks with departments and indicate the departments as per the rotation that will be purchasing textbooks.	Grades 7-12	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		-
Revise forms and ordering procedure for purchasing textbooks as appropriate	Grades 7-12	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$65,000

GOAL:	Improve the school's curriculum by offering more electives, including media graphics, career information, life skills and SAT/ACT Prep classes	Related State and/or Local Priorities: 1__ 2__ 3__ 4 **X** 5__ 6__ 7 **X** 8__ COE only: 9__ 10__ **Local:** School Mission

Identified Need:	Students and parents are asking the school to include practical and "fun" courses in the school's curriculum as well as courses that will better prepare students to take college entrance exams

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Develop a list of possible electives that can be introduced into the curriculum for 2016-17. 2. Introduce college and career information into the school's daily advisory program 3. Offer SAT/PSAT/ACT preparation classes in the 2015-16 school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Electives: • Research additional electives that can be introduced into the curriculum considering funding, teacher credentials and classroom space • Based on the criteria, select possible electives that can be offered in 2016-17; confer with students to determine interest • If courses can be offered, develop course outlines, curriculum maps and submit to UC for a-g approval if necessary • Place on student course selection forms for the 2016-17 school year. Courses with sufficient student sign-ups can be included in the school's course offerings beginning in 2016-17	Grades 7-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-
Career Information: • Appoint staff to develop lessons in career information and life skills that can be taught during the school's advisory periods • Review lesson calendar for 2015-16 during back to school week with teachers. Begin presenting lessons and information on August 24, 2015, the second week of school. • At end of semester 1, 2015-16, review lessons presented, success and challenges as we move forward into semester 2 of 2015-16.	Grades 7-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000

SAT/ACT Prep • Research SAT/ACT prep classes to determine content to be taught • Present the information to the counseling team and along with the Director of Instruction and finalize course outline • Appoint an instructor for the course and advertise to students • Offer one class during the spring semester and study results. Modify as appropriate for the following year	Grades 11&12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000

LCAP Year 2: 2016-17			

Expected Annual Measurable Outcomes:	1. Develop a list of possible electives that can be introduced into the curriculum for 2017-18. 2. Offer additional career and college information into the school's daily advisory program 3. Expand SAT/PSAT/ACT preparation classes if possible in the 2016-17 school year		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Electives: • Research additional electives that can be introduced into the curriculum considering funding, teacher credentials and classroom space • Based on the criteria, select possible electives that can be offered in 2016-17; confer with students to determine interest • If courses can be offered, develop course outlines, curriculum maps and submit to UC for a-g approval if necessary • Place on student course selection forms for the 2016-17 school year. Courses with sufficient student sign-ups can be included in the school's course offerings beginning in 2016-17	Grades 7-12	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000
Career Information: • Appoint staff to develop lessons in career information and life skills that can be taught during the school's advisory periods • Review lesson calendar for 2015-16 during back to school week with teachers. Begin presenting lessons and information on August 24, 2015, the second week of school. • At end of semester 1, 2015-16, review lessons presented, success and challenges as we move forward into semester 2 of 2015-16.	Grades 7-12	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,100

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SAT/ACT Prep • Research SAT/ACT prep classes to determine content to be taught • Present the information to the counseling team and along with the Director of Instruction and finalize course outline • Appoint an instructor for the course and advertise to students • Offer one class during the spring semester and study results. Modify as appropriate for the following year	Grades 11&12	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Continue introducing addition electives that interest students into the curriculum for 2018-19. 2. Offer additional career and college information into the school's daily advisory program 3. Expand if possible SAT/PSAT/ACT preparation classes in the 2017-18 school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Electives: • Research additional electives that can be introduced into the curriculum considering funding, teacher credentials and classroom space • Based on the criteria, select possible electives that can be offered in 2016-17; confer with students to determine interest • If courses can be offered, develop course outlines, curriculum maps and submit to UC for a-g approval if necessary • Place on student course selection forms for the 2016-17 school year. Courses with sufficient student sign-ups can be included in the school's course offerings beginning in 2016-17	Grades 7-12	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000
Career Information: • Appoint staff to develop lessons in career information and life skills that can be taught during the school's advisory periods • Review lesson calendar for 2015-16 during back to school week with teachers. Begin presenting lessons and information on August 24, 2015, the second week of school. • At end of semester 1, 2015-16, review lessons presented, success and challenges as we move forward into semester 2 of 2015-16.	Grades 7-12	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,100

SAT/ACT Prep • Research SAT/ACT prep classes to determine content to be taught • Present the information to the counseling team and along with the Director of Instruction and finalize course outline • Appoint an instructor for the course and advertise to students • Offer one class during the spring semester and study results. Modify as appropriate for the following year	Grades 11&12	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000

GOAL:	Build and enhance a college going culture by purchasing a college and career guidance software program, and implementing a college visitation program	Related State and/or Local Priorities: 1 **X** 2__ 3 **X** 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ **Local:** School Mission

Identified Need:	1. The school needs to purchase software to facilitate the access to college and career information 2. The school needs to provide students with exposure to college and universities by conducting college visitations

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Incorporate the use of the Naviance College information software in grades 9-12 advisory classes 2. Plan and Implement a fall 2015 college visitation for all UPA students 3. Plan and implement an overnight college visitation program for 11th grade students to Southern CA Colleges/Universities- spring of 2016.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Career Guidance Program: • Train all high school Advisory teachers on the use of the Naviance program by September 30, 2015-16 • "Roll-out" the Naviance program in grades 9-11 after teacher training and incorporate the use of the program in advisory classes	Grades 9-12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000
College Field Trips: • AVID Coordinator to provide training to staff and counselors in AVID based college field trip strategies and curriculum • Plan college field trips at the onset of the school year. Inform students, parents and staff. • Implement fall college field trips for all students • Implement spring overnight college visitation program to Southern CA colleges and universities for 11th Grade students. • Counselors will review logistics and plan student field trips to local college recruitment fairs	Grades 7-12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$35,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1. Incorporate the use of the Naviance College information software in grade 7 and 8 advisory classes 2. Plan and Implement a fall 2016 college visitation for all UPA students 3. Plan and implement an overnight college visitation program for 11th grade students to Southern. CA Colleges/Universities- spring of 2017.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Career Guidance Program: • Train all high school Advisory teachers on the use of the Naviance program by September 30, 2015-16 • "Roll-out" the Naviance program in grades 9-11 after teacher training and incorporate the use of the program in advisory classes	Grades 7-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,500
College Field Trips: • AVID Coordinator to provide training to staff and counselors in AVID based college field trip strategies and curriculum • Plan college field trips at the onset of the school year. Inform students, parents and staff. • Implement fall college field trips for all students • Implement spring overnight college visitation program to Southern CA colleges and universities for 11th Grade students. • Counselors will review logistics and plan student field trips to local college recruitment fairs	Grades 7-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$35,000

GOAL:	Provide Academic Support for English Learners	Related State and/or Local Priorities:
		1__ 2__ 3__ 4 **X** 5__ 6 **X** 7 **X** 8 **X**
		COE only: 9__ 10__
		Local: Closing the achievement gap

Identified Need:	The school's English Language program needs continual leadership and coordination as the school enrolls a larger population of English learners. EL student academic progress needs to be monitored, and support needs to be given as appropriate, in a separate EL class or in core academic courses
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Hire an EL Coordinator and implement .2 FTE in the 2015-16 master schedule for this purpose
	2. Implement .2 FTE in the Master Schedule to conduct an English Language Development class for EL's
	3. Implement an Individual Learning Plan for EL students and their Monitor their academic progress

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue with EL coordination period and the instructional period. Indicate in the 2015-16 school master schedule 2. Counselors and EL Coordinator to identify incoming 7th grade low income, English learners and redesignated FEP students 3. Parents and students to be invited to a meeting with administration before the end of school year to personally invite students to participate in the SMLI 4. Parent training will be conducted on the use of the school's student Information system to access student progress for the institute and into the school year 5. Parent orientation will also be conducted and will address the following suggested topics: • Introduction to school staff facilities, and policies • Instructional materials to be used by their student for the coming year • Indicators of academic success or lack of progress • How to access academic support for their student if necessary • Calendaring a grading conference with all teachers for their student just after the first grading period.	Grades 7-12	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,286

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	1. Hire an EL Coordinator and implement .2 FTE in the 2016-17 master schedule for this purpose 2. Implement .2 FTE in the Master Schedule to conduct an English Language Development class for EL's 3. Implement an Individual Learning Plan for EL students and their Monitor their academic progress			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**

1. Continue with EL coordination period and the instructional period. Indicate in the 2015-16 school master schedule
2. Counselors and EL Coordinator to identify incoming 7th grade low income, English learners and redesignated FEP students
3. Parents and students to be invited to a meeting with administration before the end of school year to personally invite students to participate in the SMLI
4. Parent training will be conducted on the use of the school's student Information system to access student progress for the institute and into the school year
5. Parent orientation will also be conducted and will address the following suggested topics:
  • Introduction to school staff facilities, and policies
  • Instructional materials to be used by their student for the coming year
  • Indicators of academic success or lack of progress
  • How to access academic support for their student if necessary
	Grades 7-12	__ALL
		--- 	
		OR:
		__Low Income pupils _X_English Learners
		__Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____
				$29,000

GOAL:	Strengthen the school's Culture of Accountability by purchasing software to house student academic achievement data, implementing the NWEA MAP assessment system and developing a list of key metrics to measure the business/academic health of the school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 **X** 5__ 6__ 7__ 8 **X** COE only: 9__ 10__ **Local:** Closing the achievement gap

Identified Need:	• The school needs a software program to house student achievement data so that is readily available to administrators to monitor school progress and teachers to inform their instruction. • Continued use of the NWEA MAP assessment is essential to measure school progress against national norms and to determine student strengths and gaps in the areas of Math and English • Continued use of key school metrics is important so the Board and administration can monitor total school progress and take corrective action on deficiencies

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Implement the DataZone software program in cooperation with the Santa Clara County Office of Education. Provide training to the entire Administrative team and Core Lead Teachers on the use of the software 2. Review the "Indicators of Success" and change as appropriate. Continue reporting to the Board on the "Indicators of success" as per the approved schedule 3. Continue testing of students using the NWEA MAP assessment in grades 7-10

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Warehousing of Academic Achievement data: Based on poor outcome with Data Director: 1. Sign MOU with Santa Clara County Office of Education to participate in the use of and continued development of DataZone (student academic achievement data warehouse) 2. Provide technical training on the use and implementation of Data Zone to the Director of Technology, Director of Instruction and Director of Business and Operations 3. Plan and deliver professional Development in the fall of 2015-16 to teachers on the use of Data Zone to inform classroom instruction	Grades 7-12	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500

School Indicators of Success: 1. Review the 2014-15 list of the Indicators and adjust as appropriate for 2015-16 2. Continue to assign permanent data gathering responsibilities to appropriate administrative staff 3. Publish in English and Spanish the Indicators of Success Report on the school's website	Grades 7-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	–
NWEA Map Assessment: 1. Set the calendar of testing dates for grades 7-10, fall and spring 2. Notify affected teachers of test times, room assignments and modified bell schedules 3. Dir. of Instruction and Dir. of Technology to attend annual NWEA conference for advanced training, calendar permitting 4. Schedule staff training Professional Development during semester 1 2015-16 5. Review testing procedures and reports. Modify process as appropriate for the coming year	Grades 7-10	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,687

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Implementation of the DataZone software program in cooperation with the Santa Clara County Office of Education. Provide training to the entire Administrative team and Core Lead Teachers on the use of the software Review the indicators of success and change as appropriate. Continue reporting to the Board on the "Indicators of success" as per the approved schedule Continue testing of students using the NWEA MAP assessment in grades 7-10		

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Warehousing of Academic Achievement data: 1. Continue the MOU with Santa Clara County Office of Education to participate in the use of and continued development of DataZone 2. Provide technical training on the use and implementation of Data Zone to the Director of Technology, Director of Instruction and Director of Business and Operations 3. Plan and deliver professional Development in the fall of 2016-17 to teachers on the use of Data Zone to inform classroom instruction 4.		__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
School Indicators of Success: 1. Review the 2015-16 list of Indicators and adjust as appropriate for 2016-17 2. Continue assigning permanent data gathering responsibilities to appropriate administrative staff 3. Publish in the Indicators in English and Spanish on the school's website		__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-
NWEA Map Assessment: 1. Set the calendar of testing dates for grades 7-10, fall and spring 2. Notify affected teachers of test times, room assignments and modified bell schedules 3. Dir. of Instruction and Dir. of Technology to attend annual NWEA conference for advanced training, calendar and funding permitting 4. Schedule staff training Professional Development during semester 1 2016-17 5. Review testing procedures and reports. Modify process as appropriate for following year		__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,000

GOAL:	Improve the Quality of Student Life on Campus by implementing a student wellness program, enhancing the school's co-curricular program, establishing a web based library media center and instituting a student peer mentor program	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 **X** 6__ 7__ 8__ COE only: 9__ 10__ **Local**: Mental Health Initiative; State Supt Memo Feb 2014

Identified Need:	Because of student expectations and academic rigor, many students experience high levels of anxiety. There have been a few students who have threatened to harm themselves and in some cases attempted suicide. The school needs to improve the quality of student life on campus to relieve some of the anxiety and make our school a "fun place" to be. Also, students need an adult supervised location on campus to do homework, do research, wait for their parents to pick them up after school, receive tutoring and academic support.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Expand the list of trained staff that is able to address mental health needs of students; review and revise the list of agencies to which the school can refer students needing mental health support. 2. Facilities permitting, add another competitive sport to the school's athletic program and maintain the school's lunchtime intramural sports program 3. Hold a school wide club recruitment day and reserve time during some advisory days for clubs to meet. 4. Continue expanding and promoting the Web/Link Crew peer mentoring program to ensure that at least 75% of 7th and 9th graders participate in the program of which at least 70% will report that the program benefitted them 5. Identify and dedicate existing space, classroom or office to serve as a student media center/digital library for at least 3 periods/day

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Student Wellness: 1. Establish additional relationships between mental health agencies to provide on-going training and reference resources to counseling staff. 2. Review/revise administrative regulations and procedures for counselors and staff on making student referrals to agencies and addressing mental health and stress-related issues. 3. Continue providing response and prevention training to UPA counselors and Director of Student Services 4. Provide periodic information and training to staff regarding the mental wellness program 5. Provide appropriate levels of student training through Advisory curriculum, including formal curriculum around resiliency and managing academic stress. 6. Locate "safe" counseling space in the classroom and office	Grades 7-12	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13,441

locator. 7. Review current instructional policies, master schedule, bell schedule, and calendar to reduce school stress as much as possible			
Co-Curricular Program Athletics: 1. Provide coaching and material resources to support the addition of baseball to the list of available sports if a field can be found 2. Pending student interest, work with ASB to include 1 additional intramural offering 3. Inform students of additional athletic opportunities if available through announcements and advisory class presentations	Grades 7-12	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
Co-Curricular Program Clubs: 1. Review application procedure for student club authorization, and streamline if appropriate 2. Hold a club recruitment day at the start of school to enroll more students in clubs 3. Towards the end of Semester 1 of 2015-16, hold a club activities day for clubs to meet during advisory and lunch	Grades 7-12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-
WEB/Link Crew Program: 1. Continue sending two staff members to WEB/LINK training. 2. Ensure that all incoming grade 7th and 9th grade students, especially low income students, English learners, and foster youth receive an orientation about Web/Link Crew and that they participate in the yearlong program 3. WEB and LINK coordinators' are to select student leaders for the WEB/Link Crew programs	Grades 7&9	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,692
Web Based Library Media Center: 1. If space is available, provide a dedicated space in classroom utilization plan for the media center 2. Provide funding to support to purchase of library portals 3. Purchase mobile computing technology for student use 4. Purchase media center print and on-line resources to conduct college /career research and test preparation 5. Seek parent volunteers and/or hire an hourly library	Grades 7-12	_X_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000

media center technician if funding permits to ensure operating hours before and after school 6. Address issues related to digital divide by providing student orientation to media center resources especially for low income pupils, English Learners and foster youth	

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	1. Expand the list of trained staff that is able to address mental health needs of students; review and revise the list of agencies to which the school can refer students needing mental health support. 2. Facilities permitting, add another competitive sport to the school's athletic program and maintain the school's lunchtime intramural sports program 3. Hold a school wide club recruitment day and reserve time during some advisory days for clubs to meet. 4. Continue expanding and promoting the Web/Link Crew peer mentoring program to ensure that at least 75% of 7th and 9th graders participate in the program of which at least 70% will report that the program benefitted them 5. Expand the use of existing space, classroom or office for at least 4 periods/day to serve as a student media center/digital library

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Student Wellness: 1. Establish additional relationships between mental health agencies to provide on-going training and reference resources to counseling staff. 2. Review/revise administrative regulations and procedures for counselors and staff on making student referrals to agencies and addressing mental health and stress-related issues. 3. Continue providing response and prevention training to UPA counselors and Director of Student Services 4. Provide periodic information and training to staff regarding the mental wellness program 5. Provide appropriate levels of student training through Advisory curriculum, including formal curriculum around resiliency and managing academic stress. 6. Locate "safe" counseling space in the classroom and office locator. 7. Review current instructional policies, master schedule, bell schedule, and calendar to reduce school stress as much as possible	Grades 7-12	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$14,000

Co-Curricular Program Athletics: 1. Provide coaching and material resources to support the addition of baseball to the list of available sports if a field can be found 2. Pending student interest, work with ASB to include 1 additional intramural offering 3. Inform students of additional athletic opportunities if available through announcements and advisory class presentations	Grades 7-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
Co-Curricular Program Clubs: 1. Review application procedure for student club authorization, and streamline if appropriate 2. Hold a club recruitment day at the start of school to enroll more students in clubs 3. Towards the end of Semester 1 of 2015-16, hold a club activities day for clubs to meet during advisory and lunch	Grades 7-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-
WEB/Link Crew Program: 1. Continue sending two staff members to WEB/LINK training. 2. Ensure that all incoming grade 7th and 9th grade students, especially low income students, English learners, and foster youth receive an orientation about Web/Link Crew and that they participate in the yearlong program 3. WEB and LINK coordinators' are to select student leaders for the WEB/Link Crew programs	Grades 7&9	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,300

Web Based Library Media Center:	Grades 7-12	_X_ ALL	$6,000
1. If space is available, provide a dedicated space in classroom utilization plan for the media center 2. Provide funding to support to purchase of library portals 3. Purchase mobile computing technology for student use 4. Purchase media center print and on-line resources to conduct college /career research and test preparation 5. Seek parent volunteers and/or hire an hourly library media center technician if funding permits to ensure operating hours before and after school 6. Address issues related to digital divide by providing student orientation to media center resources especially for low income pupils, English Learners and foster youth		-- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1. Continue expanding the use of existing space, classroom or office for at least 5 periods/day to serve as a student media center/digital library		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Web Based Library Media Center: 1. If space is available, provide a dedicated space in classroom utilization plan for the media center 2. Provide funding to support to purchase of library portals 3. Purchase mobile computing technology for student use 4. Purchase media center print and on-line resources to conduct college /career research and test preparation 5. Seek parent volunteers and/or hire an hourly library media center technician if funding permits to ensure operating hours before and after school 6. Address issues related to digital divide by providing student orientation to media center resources especially for low income pupils, English Learners and foster youth	Grades 7-12	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000

GOAL:	Improve the availability of computing devices and implement more technology courses into the Curriculum	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ **Local:** Improve Technology on Campus
Identified Need:	The school needs to add more computers, and laptops to its inventory to increase the use of technology in teacher's lessons and to facilitate computerized testing. Also, in response to student and parent requests, the school needs to offer more technology and programming courses for 2015 16	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students	

LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	1. Purchase 2 more classroom computer carts with 30 chrome books each for classroom and testing use 2. Offer a computer programming course 3. Explore the feasibility of including a digital media course in the curriculum for the following school year, appoint a staff member to develop the course outline and construct a list of materials including software needed to for the course and who will be willing to teach the course in the following year.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
More Technology Courses: 1. Purchase materials equipment and software for Introduction to Computer Science Course 2. Allocate a .2FTE in the Master Schedule For Introduction to Computer Science Course 3. Send the teacher to AP Computer Science Training or similar specialized training for teaching programming	Grades 7-12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,111
Availability of Computing devices: 1. Send project to bid with 3 vendors for the purchase of 1 computer cart and 25 chromebooks/laptops 2. Review bids with the management team; offer a recommendation to UPA Board for purchase of 1 classroom sets of Chromebooks/laptops and cart 3. Bar tag and inventory all units & add to school's reservation system 4. Schedule training & professional development for staff as needed on use of the Chromebooks/laptops using Schoology, Google classroom & other UPA software	Grades 7-12	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$40,000

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Purchase 2 more classroom computer carts with 30 chrome books each for classroom and testing use Expand the course offerings for computer programming if possible Implement a digital media course in the curriculum for the 2016-17 school year			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
More Technology Courses: 1. Purchase materials equipment and software for Introduction to Computer Science Course 2. Allocate a .2FTE in the Master Schedule For Introduction to Computer Science Course 3. Send the teacher to AP Computer Science Training or similar specialized training for teaching programming	Grades 7-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$25,774
Availability of Computing devices: 1. Send project to bid with 3 vendors for the purchase of 1 computer cart and 25 chromebooks/laptops 2. Review bids with the management team; offer a recommendation to UPA Board for purchase of 1 classroom sets of Chromebooks/laptops and cart 3. Bar tag and inventory all units & add to school's reservation system 4. Schedule training & professional development for staff as needed on use of the Chromebooks/laptops using Schoology, Google classroom & other UPA software	Grades 7-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$40,000

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Eliminate the Achievement Gap by implementing the AVID College Readiness Program	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7_X_ 8__ COE only: 9__ 10__ Local: Close the Achievement Gap Strategic Plan; fulfill school mission

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

Expected Annual Measurable Outcomes:	1. Enroll at least 20 targeted students in the AVID class 2. 75% of AVID students will earn a 2.0 GPA 3. 95% of AVID students on target to complete UC a-g requirements	Actual Annual Measurable Outcomes:	1. 38 Targeted students total enrolled in AVID 2. 95% of AVID students have earned a 2.0 or greater 3. 93% of the current high school AVID students are on track to complete UC a-g requirements as of semester 1. Semester 2 grades available June 8,2015

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Appoint an AVID Coordinator 2. Send the Executive Director to AVID Leadership Training 3. Appoint AVID Teachers and Send them to the AVID Summer Institute for training 4. Purchase AVID curriculum materials 5. Recruit as per the AVID /school criteria 6. Implement the AVID elective class in Grade 9	$25,000	1. Completed – AVID Coordinator appointed. 2. The Executive Director 4 Avid District Leadership Trainings 3. Two AVID Teachers were appointed and sent to AVID Summer Institute along with 2 other teachers and 3 Administrators 4. The AVID curriculum was purchased and established as lending library for staff, and used as reference materials for professional development 5. 8th and 9th grade students were recruited for the AVID classes 6. The AVID Elective classes in grade 8, & 9 were implemented	$33,524.48

Scope of service:	Grade 8		Scope of service:	Grade 8	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1. Provide AVID training to counselors 2. Counselors to identify and recruit low income students for AVID elective class 3. Provide AVID training to the EL coordinator 4. Coordinator to identify and recruit EL students for AVID elective class			1. Two members of the counseling department have attended the AVID trainings 2. Counselors assisted with the identification of AVID recruits 3. The EL Coordinator was trained in AVID strategies during professional development 4. The EL Coordinator is now trained and will be included in the selection process for the coming school year.		$16,696.46
Scope of service:	Grade 8		Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue implementing AVID school wide, adding a grade level(s) each year until AVID is implemented in grades 7-11. Recruitment for the AVID elective classes will start earlier than our initial year to increase the number of targeted students enrolled into the AVID elective class. Some parents had the misconception that AVID was a remedial program and not a high academic rigorous course. This misinformation became a problem as we recruited students into the program. As a result, meetings will be held early on to inform parents of the program- course content, academic rigor and how it prepares students to succeed in college. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP, all the activities for this goal will be incorporated into the goal, "Eliminate the Achievement Gap."				

Original GOAL from prior year LCAP:	Eliminate the Achievement Gap by conducting a Summer Math Literacy Institute (SMLI) for 7th grade students needing to build their skills in English and math prior to the start of school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Access to advanced courses in core subjects

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

Expected Annual Measurable Outcomes:	1. The school will offer a Summer Math/ Literacy Institute that introduces English 7 and Math 7 courses as a "head start to identified students. 2. 65 % of identified students will meet with academic success (C- or better) in English 7 and Math 7	Actual Annual Measurable Outcomes:	1. Summer Math/Literacy Institute was offered to identified incoming 7th grade students. 2. For the first semester, 81% of identified students earned a C- or better in Math 7 and 82% of identified students earned a C- or better in English 7.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Consult with Math and English faculty to develop course content and materials for the SMLI 2. Establish the calendar of days & hours for operation of the SMLI 3. Hire 2 SMLI teachers, 1 for Math and 1 for English. 4. Organize a department meeting to review SMLI course content and select instructional material 5. Develop profile of students who should attend the SMLI 6. Counselors are to identify & invite students to attend the SMLI 7. Invite parents to a meeting to explain program and sign commitments to ensure that their student attends the SMLI	$15,000	1. Completed - Math and English departments developed content and materials for the SMLI 2. Completed – SMLI was built into the Summer School calendar. 3. Completed – For the 2014 summer session, 2 teachers were hired. 4. Completed – Departments collaborated to design summer institute materials. 5. Completed – NWEA MAP scores of students for students 2 grade levels or more below 7th grade RIT were identified for the SMLI 6. Completed – invitation to the SMLI was integrated into the intake interviews conducted by counselors. 7. Completed – see 6 above.	

Scope of service:	Grade 7 schoolwide		Scope of service:	Grade 7 schoolwide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

1. Counselors and EL Coordinator to identify incoming 7th grade low income, English learners and redesignated FEP students
2. Parents and students to be invited to a meeting with administration before the end of school year to personally invite students to participate in the SMLI
3. Parent training will be conducted on the use of the school's student Information system to access student progress for the institute and into the school year
4. Parent orientation will also be conducted and will address the following topics:
  • Introduction to school staff facilities, and policies
  • Instructional materials to be used by their student for the coming year
  • Indicators of academic success or lack of progress
  • How to access academic support for their student if necessary
  • Calendaring a grading conference with all teachers for their student just after the first grading period.
		$1,000	1. Completed – students were identified through forms they submitted for enrollment
			
			2. Completed – personal invitation extended to parents during intake interviews
			
			3. In Progress – training not completed for summer school, but given during the school year at Back to School Night and Parent Teacher Student Organization (PTSO) meetings.
			
			4. In Progress – New parent orientation given at Back to School Night.		

Scope of service:	Grade 7		Scope of service:	Grade 7	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school can be more systematic in organizing this informational/assistance program to parents. The training and orientation to parents of students, who attend the SMLI, will need to be scheduled and advertised to parents during the summer for their planning and scheduling. The topics to be addressed and trainers to be identified should also be decided early during the summer. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP, all the activities for this goal will be incorporated into the goal, "Eliminate the Achievement Gap."				

Original GOAL from prior year LCAP:	Eliminate the Achievement Gap by Implementing a Math support class to be offered during the regular school day that will assist identified students in achieving success (c- or better) in their math class	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Close the Achievement Gap Strategic Plan

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:		Low SES, and English Learners

Expected Annual Measurable Outcomes:	1. Implement a Math Support Class 2. 70% of all students enrolled in the support classes will pass the core math course with a C- or higher	Actual Annual Measurable Outcomes:	1. Implemented a Math and English Support Class 2. At the end of S1, 65% of all students enrolled in the support classes passed their math courses with a C- or higher. Final data will be unavailable for S2 until June 8, 2015.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Allocate .4 FTE for Math support classes 2. Train math support teachers on analysis and use of state assessments as well as NWEA Map 3. Using Fall NWEA MAP testing & other existing data such as grades, determine the students to be scheduled into the Math support class. 4. Counselors will ensure students will be concurrently enrolled in the support course and their math course. The two teachers will work closely to establish what each student needs to find success. 5. End of course grades, as well as NWEA MAP spring testing will determine a student's success within the program. 6. Overall student successes will be used to evaluate the program's success.	$24,000	Regarding planned activity: 1. Completed- 2 sections of math support were implemented in the master schedule, one for middle school and the other for high school students 2. Assessment results reviewed with the teachers but in depth training in the use of the NWEA assessment results to inform instruction was only partially completed 3. Completed- NWEA assessment data and grades for the first marking period were used to place students into math support classes. 4. Activity 4 completed 5. Activity 5 to be completed when NWEA MAP Spring testing to be given in May will be available 6. Activity 6 to be completed when S2 grades and NWEA results are available.	$22,161.03

Scope of service:	Grades 7, 8 ,9 & 10		Scope of service:	Grades 7, 8 ,9 & 10	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Periodic analysis whether or not the student needs to stay in a support class needs to take place. The school needs to explore and decide on additional criteria and/or assessments other than NWEA that can be used to determine continued enrollment in the class. The possibility of administering the NWEA assessment more frequently to these students can greatly assist in making a decision about the students continued enrollment in the class. UPA needs to continue this effort and refine the support class to provide support to students needing to build their skills in math. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP, all the activities for this goal will be incorporated into the goal , "Eliminate the Achievement Gap."

Original GOAL from prior year LCAP:	Eliminate the Achievement Gap by establishing an academic intervention program that includes an Individual Learning Plan (ILP) for targeted students and pairs the student with tutoring services, and success monitoring.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Close the Achievement Gap Strategic Plan; accomplish school mission

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:		Low Income, English Learners,

Expected Annual Measurable Outcomes:	Students in the Intervention program will pass at minimum, 5 of their classes. At least three of the five classes passed must be core classes, English, Math History, and/or Science.	Actual Annual Measurable Outcomes:	Unable to determine at this time as our school year ends on June 5, 2015.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Allocate .2 FTE for coordination of the Intervention Program 2. Appoint tutoring center staff 3. Establish criteria for enrolling students into the program 4. Implement Individual Learning Plan (ILP) as part of the Student Study Team (SST) process for all participating students 5. Assign students to a tutorial center staffed by faculty who operate as tutors and monitor progress. 6. Students with will meet monthly with the Intervention Coordinator to monitor their progress toward passing grades. 7. As needed, additional resources, such as tutoring or review software, such as ALEKS Math or other online options will be purchased for Intervention students. 8. Issue a report to Administration on a monthly basis	$12,000	1. An Intervention Coordinator was appointed and released one period to perform prescribed duties 2. Activity 2 has been completed 3. Activity 3 has been completed- students were enrolled into the program based on developed criteria 4. Activity 4 was completed as an ILP was written for each student in the program 5. Activity 5 has been completed 6. The school has exceeded the planned action has as the students have met with their academic mentor twice in a marking period (once every three weeks) 7. Activity 7 has been completed 8. A weekly report has been given to administration and a report issued to the Board at their monthly meeting.	$40,771.56

Scope of service:	Grades 7-12		Scope of service:	Grades 7-12	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school has appointed an intervention coordinator who has provided leadership to the school's at risk intervention efforts. While all activities of this goal have been met, the school needs to expand its list of resources, activity #7, as well as eliminate those that are not effective. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP, all the activities for this goal will be incorporated into the goal, "Eliminate the Achievement Gap."

Original GOAL from prior year LCAP:	Eliminate the Achievement Gap by providing support for students taking AP Courses so that increased numbers of students meet with success in their AP classes.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Close the Achievement Gap Strategic Plan; accomplish school mission

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

Expected Annual Measurable Outcomes:	1. Increase the number of students enrolled in AP courses as compared to 2013-14 2. Students enrolled in AP courses will receive a grade of C- or better in their AP courses 3. 70% of all AP exams taken will have a score of 3 or better	Actual Annual Measurable Outcomes:	1. The number of AP students increased from 202 in the 2013-14 school year to 211 in the 2014-15 school year. 2. At the end of the first semester, 93% of students enrolled in an AP course had earned a C- or better in their AP courses. 3. Unknown until 2015 score become available.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. All students will be encouraged to take the PSAT in grades 9-11 2. The school will offer 10 or more AP courses per year in order to offer students choices wherein they can find success. 3. Using the school's social networking system, Schoology, establish study groups and online resource sharing for students 4. Staff AP courses with faculty who are trained and who can differentiate instruction and deliver sophisticated, rigorous material to students at all ability levels. 5. Counselors will meet with students using the AP Potential Tool to guide student AP course choices. 6. Concurrent with the establishment of a media center, students will be able to donate and check out AP Study Guide books each year. 7. Issue student interest surveys at the end of the AP testing cycle to determine future course offerings. 8. Establish scholarship programs to fund AP course exams for low SES students	$6,000	1. Completed – PSAT was offered for no cost to students in grades 9-11 in October of 2014. 2. Completed – UPA currently offers 12 AP courses per year, 13 in total, with multiple AP course offerings from each of the core departments, including World Language. 3. In Progress – Currently teachers use Schoology to share resources with students and organize online discussions, but study groups have not been formally created. 4. Completed – UPA annually sends teachers to AP conferences for initial or enrichment training. 5. In Progress – AP Potential results were downloaded and provided to counselors. Counselors have planned to use the results in conferences with students when there are questions about their schedule loads. 6. Not Complete – Due to the media center not being established this year, no system has been developed for the storage and check out of AP study materials. 7. In Progress – As of this writing, the AP testing cycle has not ended. Student interest survey is being developed and will be issued.	

		8. In Progress – Currently, UPA offers fee-reduced exams to students whose parents meet the FDA guidelines for family size and income. UPA will participate in the State's AP/IB Test Fee Program in 2015 in order to raise more funds for AP Exam scholarships in future years. 9. Media center planed for LCAP Y3 10. Scholarship funds set aside in Y1 budget for low SES students, approx. $500.	
Scope of service: Grades 10-12		Scope of service: Grades 10-12	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	At the end of this Master Schedule cycle, counselors will report on the usefulness of the AP Potential scores in placing students. As system will be established to house and distribute AP study materials. AP student interest surveys will come too late to inform the 15-16 master schedule but results will be used to inform training and scheduling for the 16-17 school year. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP, all the activities for this goal will be incorporated into the goal, "Eliminate the Achievement Gap."

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	Build and enhance a college going culture by purchasing a college and career guidance software program.	1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Accomplish school mission; meet WASC Expected Schoolwide Learning Results

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	Grades 11 and 12

Expected Annual Measurable Outcomes:	1. Purchase the Navience College Guidance Software 2. Register all incoming seniors. Usage of the software is to exceed 60% or more of the senior class.	Actual Annual Measurable Outcomes:	1. Naviance sitewide license purchased for LCAP Y1 (September 2014). 2. All seniors registered and assigned coursework on Naviance (beginning September 2014).

LCAP Year: 2014-15

Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Contact Naviance vendor and purchase the software 2. Provide training to Counselors on the use of the software 3. Register all incoming seniors 4. Incorporate the use of Naviance into 12th grade Advisory classes		$5,000	1. Naviance purchased September 2014 2. Senior Counselor trained September 2014. 3. All seniors registered, September 2014 4. Advisory lesson plans include Naviance assignments.	$1,698.68
Scope of service:	Grades 11 and 12		Scope of service: Grades 11 and 12	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All activities of this goal have been met. The school will now expand the use of the software to other grade levels as per our three-year plan. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP, all the activities for this goal will be subsumed into the goal, "Build and Enhance the college going Culture."

Original GOAL from prior year LCAP:	Build and enhance a college going culture by developing a comprehensive college visitation program	.Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Accomplish school mission; meet WASC Expected Schoolwide Learning Results

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

Expected Annual Measurable Outcomes:	1. Develop a comprehensive college visitation program by providing the opportunity for all students to attend no less than 12 UC/CSU campuses by the time they graduate form UPA.: • **Grade 7-10:** Annual College Field trip (4 colleges) • **Grade 11:** Junior trip (11 colleges) • **Grade 12:** Senior retreat • UPA will facilitate student field trips to local college fairs. 2. 80% of the students will attend at least one college visitation program (college trip, fair, on-line) in each year of their attendance at UPA.	Actual Annual Measurable Outcomes:	Over 95% of the students attended at least one college visitation program (college trip, fair, on-line) in year 1 of this goal and 97% of the 11th graders spent 3 days and 2 nights visiting colleges and universities in Southern CA.

LCAP Year: 2014-15			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Trained AVID Coordinator will provide training to staff and counselors in AVID based college field trip strategies and curriculum 2. Plan college field trips at the onset of the school year and inform students, parents and staff. 3. Implement fall college field trips for all UPA students. 4. Implement spring overnight college visitation program to Southern CA colleges and universities for 11th Grade students. 5. Counselors will review logistics and plan student field trips to local college recruitment fairs	$32,500	1. Activity 1 completed- The Director of Student Services trained staff and counselors on AVID strategies and lessons regarding college visitation program prior to the onset of the field trips 2. All college visitation field trips were planned in August 2014. Colleges to be visited were contacted, appropriate arrangements made. Buses/ or public transportation was arranged and parent permission field trip forms were completed 3. All but 10 students of our entire student body participated in the fall field trips and all 11th graders, except 2 students participated in the overnight field trips to Southern CA	$37,285

		colleges and Universities.	
Scope of service:	Grades 7-12	Scope of service:	Grades 7-12

_X_ ALL

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

_X_ ALL

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All objectives/activities of this goal were met on the first year. We will continue to implement this goal as it is extremely important to the fulfillment or our school mission; however since we have meet all measurable outcomes, including year 3, we will not include this goal in our subsequent school LCAP. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP, all the activities for this goal will be subsumed into the goal, "Build and Enhance the college going Culture."

Original GOAL from prior year LCAP:	Build and enhance a college going culture by developing strategies to fund the college visitation program	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Accomplish school mission; meet WASC Expected Schoolwide Learning Results

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

Expected Annual Measurable Outcomes:	At least 40 % of all costs associated with the college visitation program will be funded through donations, gifts and fundraising.	Actual Annual Measurable Outcomes:	Both phases of college field trip program were fully funded. Donations and fundraising accounted for 85% of budget.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Determine the total cost of the college field trips, fall and spring. 2. The administration will present college field trip needs to the UPA Foundation, PTA organization and parents to obtain contributions for the field trips. 3. Set a goal for the amount of funding to be obtained from outside sources 4. Determine the amount to be funded by the school's field trip budget trip budget	–	1. Costs determined and shared with community groups and parents. 2. A Fundraising goal of 75% from outside sources was established 3. UPA to fund 25% from the school's field trip budget. Actual cost to the school was 15%.	–

Scope of service:	Grades 7=12		Scope of service:	Grades 7=12	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All actions and services of this goal have been met. The school's goal of outside sources funding up to 40% of the cost of the field trips has been exceeded. Based on donations, the school's direct cost for the trips was only 15% and not the 40% target established at the onset of the school year. Based on this performance we will continue to take our students on these college field trips, continue to raise the raise funds; however, we will not continue this goal on our LCAP as all 3-year activities have been met. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP, all the activities for this goal will be incorporated into the goal, "Build and Enhance the college going Culture."				

Original GOAL from prior year LCAP:	Provide Academic Support for English Learners	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local: Close the Achievement Gap Strategic Plan

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:		Grades 7-12

Expected Annual Measurable Outcomes:	1. Enroll EL students in intervention programs as appropriate 2. 70% of EL students will pass their core classes with a grade of C- or higher. 3. Appoint an EL Coordinator to implement the EL program and monitor student achievement. 4. Develop an Individual Learning Plan (ILP) form to be developed for all EL students 5. Increase number of re-designated EL's	Actual Annual Measurable Outcomes:	1. All EL students were are enrolled in an intervention or support classes based on their academic needs. 2. 100% of EL students passed their core classes with a C- or higher. 3. An EL Coordinator was appointed. 4. Completed/In Progress – 100% of students in the EL program have an individual learning plan. 5. Completed – The number of EL students re-designated increased over the 2013-14 school year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Administer CELDT assessment to all students whose parents answered Yes to questions 1-3 on the HLS 2. Monitor the academic success all students who have been identified, as EL at any level, including RFEP/IFEP Students not finding academic success will participate in an an SST conference where the, student's level of English proficiency will be evaluated as a contributing factor to their poor academic performance. 3. The ELD coordinator and the SST team will assign ELD services to students based on their need. 4. Students who score a 3 or lower on the CELDT initially will be considered for ELD classroom instruction. 5. Develop an Individual Learning Plan (ILP) form to be	$28,286	1. Activity 1, completed – The CELDT was administered to all students whose parents answered yes to questions 1-3 on the HLS. 2. Activity 2 in progress – Systems has been developed for monitoring the progress of EL students. Processes for RFEP monitoring are in development for the 2015-16 school year. 3. Activity 3 completed – 100% of students who need ELD services were assigned and ELD class. 4. Activity 4 completed – 100% of students scored 3 or lower on the CELDT were considered and evaluated based on grades, state test scores, NWEA MAP scores, and teacher input. Those who qualified were placed in ELD classroom instruction. 5. Activity 5 in progress – Due to the small size of the ELD class this year, each student received a highly individualized	$28,286.29

used to show the following: • The student's learning goals for core courses. • Assessment results • Post high school career plans. • Extra support/ interventions for the student.			course of study. In addition ILP documents were created in other programs. Stakeholders agreed to come together to prevent repetition/overlap of ILP documents.	

Scope of service:	Grades 7-12		Scope of service:	Grades 7-12	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Most of the goals reflected the implementation of what is good ELD policy has already been accomplished. These policies, and systems are now in place and will be firmly practiced. For the 2015-16 school year, processes for monitoring and success planning for RFEP students will be developed and implemented.

Original GOAL from prior year LCAP:	Strengthen The school's Culture of Accountability by purchasing software to house student academic achievement data	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local: Close the Achievement Gap Strategic Plan

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

Expected Annual Measurable Outcomes:	1. Acquire software to maintain student academic achievement data 2. Make provision for training administration and faculty on the use of the software	Actual Annual Measurable Outcomes:	• DataDirector software purchased and student data uploaded. • At this time, only 1 member of the administration has been trained, and serves as the coordinator of student achievement data.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase Data Director software program to house student achievement data 2. Provide training to key staff members in the implementation of Data Director including loading state and local assessments into the program 3. Load historical data into Data Director 4. Plan and deliver professional Development to teachers on the use of Data Director to inform classroom instruction	$4,000	1. Activity 1 completed – DataDirector license purchased through EdTec. 2. Activity 2 completed – EdTec personnel trained The Director of Instructional Services on the use of DataDirector. 3. Activity 3 completed – Historical STAR, CAHSEE, CELDT, and NWEA MAP data was loaded into DataDirector. 4. Activity 4 not completed – Professional development time was focused on other priorities for this school year, due to the suspension of the STAR program and the lack of current, relevant data with which to work.	$28,750

Scope of service:	Grades 7-12		Scope of service:	Grades 7-12	
__XALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The contract with DataDirector will not be continued for the 2015-16 school year. Given the new online reporting systems coming out of the Smarter Balanced exam, and that teachers all have access to the MAP reports within NWEA, it does not make sense to continue this expenditure. UPA will utilize the SBAC Interim assessments and reporting to engage the staff in development around data-driven instruction. In addition, our school has joined a consortium of schools led by our county office to jointly develop our own software program to house academic achievement data. We will continue to list this goal in our LCAP until this new software program is fully developed and implemented. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP all activities in this goal will be incorporated into the Goal, "Strengthen The school's Culture of Accountability."

Original GOAL from prior year LCAP:	Strengthen The school's Culture of Accountability by implementing the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment program.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local: Close the Achievement Gap Strategic Plan

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

Expected Annual Measurable Outcomes:	1. Implement NWEA MAP testing in the areas of Language Arts, Reading, and Mathematics Align benchmarking with Common Core standards. 2. Students in underserved populations will see an increase in RIT levels that bring them within comparable range to their peers. 3. Students in underserved populations will see an increase in pass rates especially in Math and English classes. 4. These students will also see an increase in their scores on standardized tests such as the AP exam.	Actual Annual Measurable Outcomes:	• English and Math departments both administered the MAP exam to all sections grade 7-11 in August of 2014, thus fulfillment of this outcome is still in progress. • Spring Testing will not be completed until May of 2015; therefore we will not be able to compare for growth, pass rates and increased in standard scores until that time.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase NWEA MAP licenses to assess students in grades 7-11 2. Establish a calendar of testing dates for grades 7-10, fall and spring and administer the NWEA MAP assessment to all students in grades 7-10. 3. Notify affected teachers of test times, room assignments and modified bell schedules 4. Dir. of Instruction and Dir. of Technology to attend annual NWEA conference for advanced training 5. Schedule staff training during Aug. Professional Development week. 6. Review testing procedures and reports. Modify process as appropriate 7. Provide time during professional development/faculty	$8,000	1. Activity 1 completed – MAP Licenses were purchased for 2014-15. 2. Activity 2 in Progress – Fall testing calendar was established, and the Spring dates for NWEA are in development. 3. Activity 3 completed – For the fall test, all teachers of grades 7-11 the math and English departments administered the exam. 4. Activity 4 completed – The Director of Instruction and Director of Technology attended the NWEA Fusion Conference in June of 2014. 5. Activity 5 completed – Staff were trained to administer MAP exams and to generate MAP reports and read them. 6. Activity 6 ongoing. 7. Activity 7 in Progress – Professional Development time was	$6,777.50

meetings to examine student data & determining appropriate courses of action based on that data.			delivered to the English and Math departments for the fall testing data.	
Scope of service:	Grades 7-12		Scope of service: Grades 7-12	
_X_ ALL			_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	UPA is currently examining the practicality of continuing to pay for the NWEA license. Though the testing was delivered as written, there still exists a struggle in making it actionable for our teachers. UPA is exploring several vendors who can take NWEA data as an input in order to create study programs for those students. A major goal for the coming school year is to find places NWEA can be used to focus student achievement. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP all activities in this goal will be incorporated into the Goal, "Strengthen The school's Culture of Accountability."

Original GOAL from prior year LCAP:	Strengthen The school's Culture of Accountability by developing a list of key metrics (to be called Indicators of Success) that will provide a measure of school success in various areas.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Public Accountability

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

Expected Annual Measurable Outcomes:	1. Develop a list of metrics, "indicators of Success" by Nov 2014 2. Issue a report to the Board and public at January Board meeting on the schools performance based on the Indicators of Success. 3. Percentage improvement in each of the appropriate categories will be established as targeted by the Executive Director for the school year	Actual Annual Measurable Outcomes:	• A list of metrics was developed by the end of marking period 2 (Nov 2014) • Assignments were issued to administrators to collect the data for end of Semester 1, 2014-15 • A report was issued to the Board and the public at the January 2015 Board meeting • The percentage improvement in each of the appropriate categories will be established by the Executive Director for the subsequent school year, using year 1 as a baseline

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Compile a list of Board approved school success indicators 2. Assign permanent data gathering responsibilities to appropriate administrative staff 3. Publish the results of the Indicators of Success in English and Spanish on the school's website	$500	1. Activity 1 has been accomplished- metrics were established and approved by the Board 2. Gathering of data to complete the written report on the Indicators of Success has been assigned to all members of the administrative team 3. A report was issued to the Board at a public Board meeting in January; however the report was not included on our school website either in English or Spanish	$500

Scope of service:	Grades 7-12		Scope of service:	Grades 7-12	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Most of the activities for this goal have been met. The Indicators of Success Report were issued to the Board in January 2015 covering semester 1 of 2014-15. In August the Executive Director will issue a report covering performance for semester 2. At that meeting of the Board the Executive Director will also establish metric targets for the coming year. The administration will continue gathering data and report out to the school Board and public as a matter of practice and will publish on our school website both in English and Spanish as outlined in the goal. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP all activities in this goal will be incorporated into the Goal, "Strengthen The school's Culture of Accountability."				

Original GOAL from prior year LCAP:	Improve the Quality of Student Life on Campus by supporting the mental health mental needs of students and ensure that they receive the care they need.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : State Superintendent Mental Health memo (February 2014) and UPA Mental Wellness Initiative

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	Grades 7-12

Expected Annual Measurable Outcomes:	1. Identify staff member(s) to receive training to address mental health needs of students. 2. Establish relationships between mental health agencies to provide on-going training and reference resources to counseling staff. 3. Create administrative regulations and procedures for counselors and staff on making student referrals to agencies and addressing mental health and stress-related issues. 4. Provide periodic information and training to staff regarding the mental wellness program	Actual Annual Measurable Outcomes:	• The school identified 1 staff member to receive training to address mental health needs of students. • Agencies to refer students needing mental health support were researched and a list was issued to our school counselors • Administrative regulations and procedures to govern referral practices has not been completed • Information to staff has been provided through training programs held during Professional Development meetings.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Research Mental health agencies that could support UPA's mental wellness program 2. Provide response and prevention training to UPA counselors and Director of Student Services 3. Establish norms for staff on addressing mental health related problems 4. Provide appropriate levels of student training through Advisory curriculum, including formal curriculum around resiliency and managing academic stress. 5. Review UPA operations/academic environment to reduce stress creating practices	$1,000	**Activity 1**) County training presented several quality mental health services to partner with, Oct 2014. A resource book of services has also been compiled for counselors to refer students/families in need. **Activity 2**) One counselor attended workshop on PAUSD Comprehensive Suicide Prevention Toolkit for Schools, Oct 2014. Toolkit was shared with director. **Activity 3**) Partially complete. Staff completed QPR gatekeeper training for suicide prevention, March 2015! Staff training needed on "Break Free From Depression"	$1,531.34

6. Locate "safe" counseling space in the classroom and office locator.		Curriculum to deliver to HS student body **Activity 4)** In progress. School-wide presentations on stress delivered to both middle and high school students, Nov 20 2014. Mindfulness curriculum being explored, May 2015, for possible adoption. To be reviewed and approved by Student Mental Wellness Committee in Sep 2015. **Activity 5)** California Healthy Kids Survey administered April 2015 to students (grades 7, 9, 11), staff, and parents (of students 7, 9, 11) in order to collect relevant data. Awaiting results and school wide climate report card	
Scope of service: Grades 7-12		Scope of service: Grades 7-12	
_X_ ALL		_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school made great strides in completing the activities of this goal. We will proceed to year 2 as outlined. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP all activities in this goal will be incorporated into the Goal, "Improve the quality of Student life on Campus."

Original GOAL from prior year LCAP:	Improve the Quality of Student Life on Campus by enhancing to the school's co-curricular program	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Meet WASC Expected Schoolwide Learning (ESLRs) Results; Mental Wellness Initiative

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	Grades 7-12	

Expected Annual Measurable Outcomes:	Increase the number of sports, intramurals and clubs available to all students.	Actual Annual Measurable Outcomes:	• The school offers 12 total sports, 6 girls and 6 boys, for both Middle and High School students. • Soccer and Basketball intramurals currently take place monthly in the gymnasium during lunch sessions. Expansion to other sports planned for the 2015/16 school year. • The school now offers over 30 school approved clubs on campus.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. The athletic department will add track and cheer to the list of sports offerings. 2. Student leadership will add clubs, indoor soccer, and basketball intramural teams to the list of student activities available to students during SMART Choice Advisory and lunch.	$2,300	1. Girls and Boys Varsity Track has been added to the list of sport offerings. 2. Competitive Cheer has been added to the list of sport offerings. 3. Ten student clubs have been added to the number of clubs, now numbering over 30. 4. Intramurals, for both middle and high school, have been implemented during lunch and Smart Choice advisory sessions.	?????

Scope of service:	Grades 7-12		Scope of service:	Grades 7-12	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school has completed all activities as outlined in year 1 of this goal. As it is never enough, the school will continue to complete all activities in subsequent years of this goal by add more clubs, and athletic activities to its list of co-curricular activities. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP all activities in this goal will be incorporated into the Goal, "Improve the quality of Student life on Campus."

Original GOAL from prior year LCAP:	Improve the Quality of Student Life on Campus by implementing a student to student mentoring/orientation program	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Meet WASC Expected Schoolwide Learning (ESLRs) Results; Mental Wellness Initiative

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	Grades 7 and 9	

Expected Annual Measurable Outcomes:	1. At least 70% of seventh grade participants and student leaders will report that the program benefited their transition to middle school at UPA and provide a significant mentorship opportunity to student leaders. 2. 65% of incoming 7th grade students, as well as returning and new 9th grade students will participate in Link or Web	Actual Annual Measurable Outcomes:	1. In progress, data will be taken in a survey at the end of the year. 2. 90% of incoming 7th graders, returning 9th graders, and new 9th graders are participating in the WEB/Link orientations and the yearlong program.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Send two staff members to WEB/LINK Crew training program. 2. Ensure that all incoming grade 7th and 9th grade students, especially low income students, English learners, and foster youth receive an orientation about Web/Link Crew and that they participate in the yearlong program 3. 3) WEB and LINK coordinators' select student leaders for the WEB/Link Crew programs 4. WEB/Link Crew Coordinators will train student leaders to become Link and Web leaders, to provide mentorship to all incoming students, and to conduct year-long character building programming to support new students with the transition to high school and middle school	$5,000	1. Two (2) staff members were sent to Link Crew/WEB Trainings. 2. 7th and 9th grade students receive an orientation and participate in a yearlong program. 3. UPA's 2 WEB/Link Coordinators select student leaders each year for the WEB/Link programs. 4. UPA's 2 WEB/Link Coordinators provide extensive training to student WEB/Link leaders prior to orientation and continuing training throughout the year. Leaders receive coaching and leadership training to support new students over the course of the year on academic and social levels.	$5,092

Scope of service:	Grades 7 and 9		Scope of service:	Grades 7 and 9	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Peer coaching and mentoring, WEB/LINK Crew Program has been very helpful in acclimating incoming 7th grade students to the school. It has also provided companionship so students do not feel isolated and alone. The school will continue implementing all activities of this goal for years 2 and 3 of this plan. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP all activities in this goal will be incorporated into the Goal, "Improve the quality of Student life on Campus."				

Original GOAL from prior year LCAP:	Improve the Quality of Student Life on Campus by establishing web based library media center.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	Grades 7-12

Expected Annual Measurable Outcomes:	1. Dedicate the existing computer lab to house the school's Library Media Center. 2. Expand library loan portals to include city and county library loan systems and digital access to newspapers and periodicals.	Actual Annual Measurable Outcomes:	1. Measurable outcome 1 not completed 2. Measurable outcome 3 not completed

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide for dedicated space in classroom utilization plan for the media center 2. Provide funding to support design of library media center portal 3. Purchase media center print and on-line resources to conduct college /career research and test preparation 4. Seek parent volunteers and/or hire an hourly library media center technician to ensure operating hours before and after school 5. Address issues related to digital divide by providing student orientation to media center resources especially for low income pupils, English Learners and foster youth	$16,500	1. Planned activity 1 not completed due lack of classroom space. The computer center has been used as a classroom for Social Science and a 7th grade technology course 2. Planned activity 2 has not been completed 3. Planned activity 4 was not completed 4. Activity 5 also not completed 5. Activity 6 not completed	$24,000 Staffing for the NEST after school homework center

Scope of service:	Grades 7-12		Scope of service:	Grades 7-12	
_X_ALL			_X_ALL		
OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_ Low Income pupils __XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Other than purchasing two mobile computing carts and 60 chromebooks this goal has not been fully completed. Our school is at capacity and uses every room available for classroom use every period of the day. The room designated for the media center was used as a classroom for 7 periods each day. A media/homework, center called the nest and staffed by a certificated teacher was operated ffrom 4- 5:30 PM each day. We will continue to place this goal and activities that have not been met on subsequent plans. In attempting to simplify this document and make it easier to understand, for the 2015 LCAP all activities in this goal will be incorporated into the Goal, "Improve the quality of Student life on Campus."				

Original GOAL from prior year LCAP:	Improve the Availability of Computing Devices and Implement more Technology Courses into the Curriculum	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Technology Initiative

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	Grades 7-12	

Expected Annual Measurable Outcomes:	1. Examine our current faculty for qualified instructors to teach a programming course. 2. Initiate outreach to local industry groups for resources and contacts. 3. Inform students of the new technology pathway and that they be permitted to register for the class in 2015-16. 4. Enroll a minimum of 22 students per computer science course section. 5. Purchase 2 classroom sets of Chromebooks, including the charging carts for a total of 60 computers. Purchase and install security software on each Chromebook 6. Provide training to staff on the use of the Chromebooks	Actual Annual Measurable Outcomes:	• One of the School's math teachers was designated as technology instructor due to his industry experience. • PLTW partnership was expended to include the Digital Engineering curriculum. • The Digital Engineering course was offered as elective course in 2014/15, with first year enrollment of 15 students. • The school purchased 3 mobile classroom sets of Chromebooks, along with security software. • Individualized training provided to teachers on as-needed basis on the use of the chromebooks.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Select or hire a qualified staff member to teach the course 2. Select and /or develop introductory course curriculum 3. Provide training for the teacher 4. Send project to bid with 3 vendors 5. Review bids with the mgt. team; offer a recommendation to UPA Board for purchase of 2 classroom sets of Chromebooks 6. Bar tag and inventory all units & add to school's reservation system 7. Schedule training for staff on use of the Chromebooks using Schoology, Google classroom & other UPA software.	$ 41,000	• A Digital Engineering course was offered for the first time at the school in 2014/15 with an initial enrollment of 15 students • Also during 2014-15, the school researched programming courses that could be taught in 2015-16. The TEALS programming course (in partnership with Microsoft) was selected. A TEALS trained and certified teacher was appointed to teach the course • The designated teacher was trained to teach course in July 2014. • Two classroom sets of chromebooks were purchased, inventoried, and added to resource calendar for students to use	$ 12,257 Digital Engineering course and Materials $ 43,931 Cost of Chrome books and carts

			• Individual student checkout program instituted the second semester of 2014/15. • Initial Professional Development regarding the use of the chromebooks occurred in August 2014.	
Scope of service:	Grades 7-12		Scope of service: Grades 7-12	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school will continue to meet the activities of this goal. Enrollment in the school's first digital engineering course must increase, as it is not economically feasible to continuing funding a class of 15 students. The school's computer programming course is included in the school's Master Schedule for 2015016.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

    Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

    For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$162,246 (MPP= 3.73%)

University Preparatory Academy is a one-school countywide benefit charter school. Therefore all of the 2015-16 LCAP funds are targeted for one school.

The amount the school is expecting to receive is $162, 246. An additional amount of $172,954 from other sources will be added to meet LCAP goals.

Because the University Preparatory Academy has a small enrollment of unduplicated pupils the school gains economy of scale by funding activities targeted to at risk and English learners but open to other students as well.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 3.73 | % |

The total expenditures for all LCAP activities as listed are $335,954. The anticipated LCAP funds received total $162,246. The school will be supplementing an additional $172,954 from other sources to fund all LCAP activities

All the activities in the 2015-16 LCAP are designed to include special student populations. Of the total LCAP budget, 72% is being expended in the schools main initiative of, "Eliminating the Achievement Gap." Most of the activities in this goal address the needs of "at risk students" and English learners and other special student populations. Many of the activities are supportive, and remedial in nature designed to assist at risk students and English Learners in achieving at the same levels as the rest of their peers.
The other 28% of this LCAP budget is designed to monitor student progress, including special student populations, provide more technology, promote their mental wellness and provide, peer mentoring and making school more enjoyable.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

8-22-14 [California Department of Education]