§ 15497. Local Control and Accountability Plan and Annual Update Template.

<u>**Introduction:**</u>

LEA: Shasta Union High School District/ University Preparatory School

Contact (Name, Title, Email, Phone Number): Kathy Malain, Superintendent/Principal kmalain@suhsd.net 530-245-2790 LCAP Year: 2014-2015

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.

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. 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 should comply with instructions and 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. 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 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:

***Parent involvement**: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
November • Presented LCFF to University Preparatory School Board (11/12/13) **December** • Presented LCFF to staff (12/9/13) • Created LCAP timeline (12/11/13) • Administration divided up State Priorities, reviewed SARC, CALPADS, and other data and measures (12/12/13) • Administration reviewed LCAP Working Plan (12/23/13) **January** • Parent Advisory meeting (1/6/14) • Staff survey (1/6/14) • Staff input & needs analysis for 8 state priorities (1/13/14) **February** • Staff reviewed results from 1/13 & created department goals (2/3/14) • Staff department meetings – create 3year timeline (2/24/14) • Student survey (2/25, 27 & 28) **March** • Review of Student survey (3/3/14) • Compared U-Prep's data to the State Board of Education's LCAP template (3/12/14) • Parent Advisory meeting (3/24/14) **April** • LCAP Parent Information - presentation (4/1/14) **May** • Present draft of LCAP to University Preparatory Board (5/13/14) • Post draft of LCAP on U-Prep's website **June** • Present final draft of LCAP to University Preparatory Board (6/11/14) • Adoption final draft of LCAP (6/19/14) • Post final draft of LCAP on U-Prep's website	Following stakeholder input University Preparatory School identified the following themes: 1. Increase campus safety 2. Identify and support underachieving students 3. Increase college and career readiness 4. Successful implementation of Common Core State Standards 5. Improve school culture amongst all stakeholders

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?

9) What information was considered/reviewed for individual school sites?

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

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Increase campus safety\n\nMetric\n*Student, parent and staff surveys	Increase school safety and provide safety training for students and staff				Survey data will show staff, parents, and students will feel safer on campus and more prepared in the event of a crisis situation	Survey data will show staff, parents, and students will feel safer on campus and more prepared in the event of a crisis situation	Survey data will show staff, parents, and students will feel safer on campus and more prepared in the event of a crisis situation	State Priority #6 School Climate
Identify and support underachieving students\n\nMetric\n*Pre and Post diagnostic testing\n*Academic pass rate\n* State mandated assessments	Identified underachieving students will have access to resources and remediation				Early diagnostic testing in reading and math during the month of August will result in immediate intervention\n\nIdentified underachieving	Early diagnostic testing in reading and math during the month of August will result in immediate intervention\n\nIdentified underachieving	Early diagnostic testing in reading and math during the month of August will result in immediate intervention\n\nIdentified underachieving	State Priority #4 Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					students will receive additional support and remediation resulting in greater academic achievement	students will receive additional support and remediation resulting in greater academic achievement	students will receive additional support and remediation resulting in greater academic achievement	
Increase in College and Career readiness Metric *AP Exam pass rate * A-G completion rate *EAP pass rate *Graduation rates	Provide opportunities for graduates to be better prepared for success after high school				Students will have greater opportunity to attend 4 year colleges and universities. Students will be sufficiently prepared for post secondary education Increase in AP	Students will have greater opportunity to attend 4 year colleges and universities. Students will be sufficiently prepared for post secondary education Increase in AP	Students will have greater opportunity to attend 4 year colleges and universities. Students will be sufficiently prepared for post secondary education Increase in AP	State Priority #4 Student Achievement State Priority #7 Course Access State Priority #8 Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					Exam pass rate and an increase in (A-G) completion rate by 2%

Increase in number of students prepared for college level math and English as measured by the EAP by 2%

Maintain graduation rate

Increase in number of seniors | Exam pass rate and an increase in (A-G) completion rate by 2%

Increase in number of students prepared for college level math and English as measured by the EAP by 2%

Maintain graduation rate

Increase in number of seniors | Exam pass rate and an increase in (A-G) completion rate by 2%

Increase in number of students prepared for college level math and English as measured by the EAP by 2%

Maintain graduation rate

Increase in number of seniors | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					accepted to 4-year universities	accepted to 4-year universities	accepted to 4-year universities	
Successful implementation of Common Core State Standards

Metric
*Classroom observation
*State mandated assessments
*Williams Act compliance
*Agendas and notes from all collaborative meetings | Modify classroom instruction school-wide to incorporate greater Depth of Knowledge and critical thinking skills | | | | Students will receive a variety of different instructional strategies that will enhance their critical thinking skills

Students will be provided with highly qualified teachers, current instructional materials, and an appropriate facility | Students will receive a variety of different instructional strategies that will enhance their critical thinking skills

Students will be provided with highly qualified teachers, current instructional materials, and an appropriate facility | Students will receive a variety of different instructional strategies that will enhance their critical thinking skills

Students will be provided with highly qualified teachers, current instructional materials, and an appropriate facility | Priority # 1 Basic Services

Priority #2 Implementation of Content and Performance Standards

Priority #4 Student Achievement |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					Students will be prepared to successfully participate in Smarter Balanced assessments	Students will be prepared to successfully participate in Smarter Balanced assessments	Students will be prepared to successfully participate in Smarter Balanced assessments	
Improve school culture amongst all stakeholders

Metric
*Pupil attendance/suspension/discipline rates
* Participation in extra-curricular and co-curricular activities
*Attendance at school events
*Middle school to high school retention rates *Parent participation requirement
*Parent, student, staff surveys | Provide opportunities for staff, student, parent, and community participation in activities that support a positive school climate | | | | A greater number of students will participate in and/or benefit from extra-curricular and co-curricular activities

Students will experience a more cohesive environment sharing a | A greater number of students will participate in and/or benefit from extra-curricular and co-curricular activities

Students will experience a more cohesive environment sharing a | A greater number of students will participate in and/or benefit from extra-curricular and co-curricular activities

Students will experience a more cohesive environment sharing a | State Priority #3 Parent Involvement

State Priority #5 Student Engagement

State Priority #6 School Climate |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
*Community partnerships and participation					common school culture including expectations enriched with tradition Students will be more successful due to parent involvement as measured by parent participation data Students will benefit from our community partnerships by increased opportunities	common school culture including expectations enriched with tradition Students will be more successful due to parent involvement as measured by parent participation data Students will benefit from our community partnerships by increased opportunities	common school culture including expectations enriched with tradition Students will be more successful due to parent involvement as measured by parent participation data Students will benefit from our community partnerships by increased opportunities	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					for guest speakers, scholarships, internships, job shadowing, and training	for guest speakers, scholarships, internships, job shadowing, and training	for guest speakers, scholarships, internships, job shadowing, and training	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increase school safety and provide safety training for students and staff		Increase campus surveillance, coverage and quality Provide staff opportunities for safety training and collaboration Work with community agencies including law enforcement to ensure staff and student preparedness for various crises on campus Update comprehensive	School-wide		$3500.00 Purchase of additional security cameras not included in MOU with SUHSD and maintaining of current cameras $1200.00 Provide funding for administration and safety committee to attend annual Safety Summit training as well as release time for the developing of	$1000.00 Maintenance of surveillance systems not included in MOU with SUHSD $1200.00 Provide funding for administration and safety committee to attend annual Safety Summit training as well as release time for the developing of	$1000.00 Maintenance of surveillance systems not included in MOU with SUHSD $1200.00 Provide funding for administration and safety committee to attend annual Safety Summit training as well as release time for the developing of

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		safety plan and create crisis response plan			the comprehensive safety plan and crisis response plan	the comprehensive safety plan and crisis response plan $15000.00 Contract with COR for a School Resource Officer 1 day per week	the comprehensive safety plan and crisis response plan
Identified underachieving students will have access to resources and remediation		Purchase and utilize diagnostic tools to accurately identify underachieving students Provide reading and math remediation			$4000.00 Purchase diagnostic tools for both math and reading $26442.00 Allocating 2 sections for math lab (1 middle school and 1 high school) and 1 section for reading lab	$4000.00 Maintain and/or upgrade or expand use of diagnostic tools $27156.00 Allocating 2 sections for math lab (1 middle school and 1 high school) and 1 section for reading lab	$4000.00 Maintain and/or upgrade or expand use of diagnostic tools $27889.00 Allocating 2 sections for math lab (1 middle school and 1 high school) and 1 section for reading lab

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Provide Staff Development in both identification and remediation of underachieving students Establish a comprehensive resource media center			$1500.00 Provide resources to support math and reading labs $2000.00 Release time for conferences and national recognized professional training $19828.00 Hire 1.63 FTE Hire tutors $5250.00 Facility Lease and Facility improvement $5000.00 Facility furniture	$1000.00 Maintain resources to support math and reading labs $2000.00 Release time for conferences and national recognized professional training $43448.00 Maintain staffing $5250.00 Facility Lease and Facility improvement $1000.00 Facility furniture	$1000.00 Maintain resources to support math and reading labs $2000.00 Release time for conferences and national recognized professional training $45145.00 Maintain staffing $5250.00 Facility Lease and Facility improvement

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					$5000.00 Technology Attendance tracking system $1500.00 Instructional materials	$1000.00 Technology Attendance tracking system $1000.00 Instructional materials	$1000.00 Technology Attendance tracking system $1000.00 Instructional materials
Provide opportunities for graduates to be better prepared for success after high school		Utilize the comprehensive Resource Media Center for study groups, peer-peer tutoring, and an individual study environment Additional support for AP program			$2000.00 Test Prep materials College and Career resources $10000.00 Annual College Board AP conferences and trainings $5000.00 Class sets of Individual study guides	$1000.00 Test Prep materials College and Career resources $5000.00 Annual College Board AP conferences and trainings $5000.00 Class sets of Individual study guides	$1000.00 Test Prep materials College and Career resources $10000.00 Annual College Board AP conferences and trainings $5000.00 Class sets of Individual study guides

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Increased opportunities for AP test prep through tutorials and study groups			$1000.00 Practice test	$1000.00 Practice test

Provide AP Retreat for students, led by staff, prior to testing date | $1000.00 Practice test

Provide AP Retreat for students, led by staff, prior to testing date |
| | | Providing students with the opportunity to participate free of charge in practice college entrance exams (PSAT and PLAN) | | | $2250.00 Purchasing and administrating of the PSAT for all 9th grade students | $2250.00 Purchasing and administrating of the PSAT for all 9th grade students | $2250.00 Purchasing and administrating of the PSAT for all 9th grade students |
| | | Advisory focused on SAT prep | | | $1000.00 SAT Prep materials | $1000.00 SAT Prep materials | $1000.00 SAT Prep materials |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Seniors have weekly access to counseling staff to develop their transition plan following high school			$1000.00 Counseling staff attend UC and CSU annual conference as well as Reach Higher Shasta meetings	$1000.00 Counseling staff attend UC and CSU annual conference as well as Reach Higher Shasta meetings	$1000.00 Counseling staff attend UC and CSU annual conference as well as Reach Higher Shasta meetings
		College and Career Advisory seminars presented by counseling staff			$30000.00 Access to Technology mobile lab	Maintain Technology	Maintain Technology
Modify classroom instruction school-wide to incorporate greater Depth of Knowledge and critical thinking skills		Create Instructional Leadership Team			$10000.00 Stipends, Extra Duty and Release days for Instructional Leadership Team	$10000.00 Stipends, Extra Duty and Release days for Instructional Leadership Team	$10000.00 Stipends, Extra Duty and Release days for Instructional Leadership
		Develop a teacher observation walk-thru tool and			$1000.00 Tracking software	$1000.00 Tracking software	$1000.00 Tracking software

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		tracking database					
		Provide additional classroom technology			$90000.00 Purchase Google Chromebooks	Purchase Google Chromebooks	Purchase Google Chromebooks
		Provide adequate instructional materials			$35000.00 Purchase textbooks, curriculum, and classroom supplies	Purchase textbooks, curriculum, and classroom supplies	Purchase textbooks, curriculum, and classroom supplies
		Provide opportunities for staff small group collaboration			$8500.00 Annual Department Release time	$8500.00 Annual Department Release time	$8500.00 Annual Department Release time
		Add additional opportunities for monthly school-wide collaboration meetings			Add an additional 3 Early Release days to the annual school calendar.		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide opportunities for staff, student, parent, and community participation in activities that support a positive school climate		Develop and expand community and alumni partnerships to increase student opportunities				$1000.00 Set-Up of Pennant Hall and alumni tracking system	$1000.00 Set-Up of Pennant Hall and alumni tracking system
		Increase student recognition and incentives to participate in school-wide activities			$1000.00 Purchase team Record boards for swimming and track		
		Enhance high school athletic program			$6000.00 Access to quality equipment and facilities	$1000.00 Access to quality equipment and facilities	$1000.00 Access to quality equipment and facilities
					$10000.00 Additional athletic team uniforms, equipment, facility rental, and coaching	Additional athletic team uniforms, equipment, facility rental, and coaching	$6500.00 Additional athletic team uniforms, equipment, facility rental, and coaching

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Increase student retention between middle school and high school			stipends $3000.00 Link Crew and WEB programs and training (Cost included in line items above) Comprehensive Resource Media Center $3000.00 Effective Marketing – Creating promotional video	stipends $3000.00 Link Crew and WEB programs and training	stipends $3000.00 Link Crew and WEB programs and training
		Advisory classes focused on time/stress management and study skills			$1000.00 Curriculum	$500.00 Guest Speakers	$500.00 Guest Speakers

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Increased focus on empathy and compassion awareness amongst students and staff				$500.00 Advisory curriculum	
					$500.00 Conflict resolution training	$500.00 Conflict resolution training	$500.00 Conflict resolution training
		Continue to provide opportunities for parents to be involved with the school			$5000.00 Increase Communication through Constant Contact, School Messenger, and School website	Increase Communication through Constant Contact, School Messenger, and School website	Increase Communication through Constant Contact, School Messenger, and School website

Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increase school safety and provide safety training for students and staff

Identified underachieving students will have access to resources and remediation

Provide opportunities for graduates to be better prepared for success after high school | | For low income pupils: | | | $42541.00 Resource Coordinator Salary

$17666.00 Resources *Test Prep materials *Calculators *Cost of PSAT, PLAN and AP test *Tutoring | $20063.00 Resource Coordinator Salary

$4000.00 Resources *Test Prep materials *Calculators *Cost of PSAT, PLAN and AP test *Tutoring | $20081.00 Resource Coordinator Salary

$6700.00 Resources *Test Prep materials *Calculators *Cost of PSAT, PLAN and AP test *Tutoring |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Modify classroom instruction school-wide to incorporate greater Depth of Knowledge and critical thinking skills Provide opportunities for staff, student, parent, and community participation in activities that support a positive school climate							
		For English learners:					
Increase school safety and provide safety training for students and staff Identified		For foster youth:			(Included Above) Resource Coordinator Salary Resources *Test Prep	(Included Above) Resource Coordinator Salary Resources *Test Prep	(Included Above) Resource Coordinator Salary Resources *Test Prep

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
underachieving students will have access to resources and remediation

Provide opportunities for graduates to be better prepared for success after high school

Modify classroom instruction school-wide to incorporate greater Depth of Knowledge and critical thinking skills

Provide opportunities for staff, student, parent, and community participation in | | | | | materials
*Calculators
*Cost of PSAT, PLAN and AP test
*Tutoring | materials
*Calculators
*Cost of PSAT, PLAN and AP test
*Tutoring | materials
*Calculators
*Cost of PSAT, PLAN and AP test
*Tutoring |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
activities that support a positive school climate							
		For redesignated fluent English proficient pupils:					

Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

For the fiscal year, 2014/15 U-Prep is estimated to receive $60,207 in supplemental funding related to low income, foster youth and English learners. This increase in funds will serve to develop and reinforce student access to technology, materials and personnel in order to strengthen common core curriculum, improve school climate, and maintain the excellent graduation rate, CAHSEE passing rate, state testing scores, and low dropout rate that U-Prep has had in the past. An increase in technology and training for students and teachers will build skills that will strengthen 21st Century learning and help close the achievement gap for this population with the Smarter Balanced testing system. Release time and more teacher inservice time will allow teachers to continue professional development as well as collaborate on Common Core lessons that will support and be especially beneficial to our unduplicated students. Identification and remediation through new software (Mathletics), reading lab, and the Media Resource Center will directly address the needs of the unduplicated population as well as other struggling students throughout the school. The increase in campus surveillance and emphasis on school safety through training, working with community agencies and updating the comprehensive plan will increase student safety awareness. Staff, students and parents will gain more confidence in the protocols for various situations and a sense of empowerment and security that will have a positive influence on school climate. The implementation of the Instructional Leadership team will give teachers support and assistance with developing common core curriculum, developing and using formative assessment, and evaluating student assessment data to give more depth and critical thinking skills to student learning.

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). 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). 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.

For 2014/15 the calculated minimum proportionality percentage (MPP) for low income, foster youth and English language learners is .96 %. The increased focused services designed to target that population will provide substantial support to remediate and assist those students. The Media resource Center will provide snacks, tutoring, remedial software, access to computers, printers and supplies as well a safe and nurturing environment for students before and after school. Students will also receive increased access to snack/breakfast services to provide healthy nutrition throughout thei day in addition to the free and reduced lunch program. Funding for college readiness tests such as the PSAT and the new ACT Aspire Test and reduced fees for AP testing will also be provided to encourage students to pursue four year post secondary education. Students will be encouraged to participate in school-wide activities that will focus on the cohesiveness of the U-Prep community. The increase in school safety awareness will continue to provide these students with a stable safe environment that will allow them to focus on their academics and development of the critical social skills that they will need to be successful in school.

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.