

# **Local Control Funding Formula (LCFF) Budget Overview for Parents Template**

Developed by the California Department of Education, December 2018

**LCFF Budget Overview for Parents: Data Input**

<b>Local Educational Agency (LEA) name:</b>	City Heights Preparatory Charter School
<b>CDS code:</b>	37-68338-0124347
<b>LEA contact information:</b>	Elias Vargas, 619-795-3137, evargas@cityheights_prep.org'
<b>Coming LCAP Year:</b>	2019-20
<b>Current LCAP Year</b>	2018-19

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2019-20 LCAP Year</b>	<b>Amount</b>
Total LCFF funds	\$ 1,390,613
LCFF supplemental & concentration grants	\$ 260,832
All other state funds	\$ 237,130
All local funds	\$ 25,000
All federal funds	\$ 262,694
<b>Total Projected Revenue</b>	<b>\$ 1,915,437</b>

<b>Total Budgeted Expenditures for the 2019-20 LCAP Year</b>	<b>Amount</b>
Total Budgeted General Fund Expenditures	\$ 1,860,227
Total Budgeted Expenditures in LCAP	\$ 1,655,475
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 271,675
Expenditures not in the LCAP	\$ 204,752

<b>Expenditures for High Needs Students in the 2018-19 LCAP Year</b>	<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 242,127
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 261,241

**LCFF Budget Overview for Parents: Narrative Response Page**

<b>Required Prompt(s)</b>	<b>Response(s)</b>
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	The costs not included in the LCAP include legal fees, audit fees, food service, other fees and services, district oversight fees, SELPA admin fees, postage and depreciation.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: City Heights Preparatory Charter School

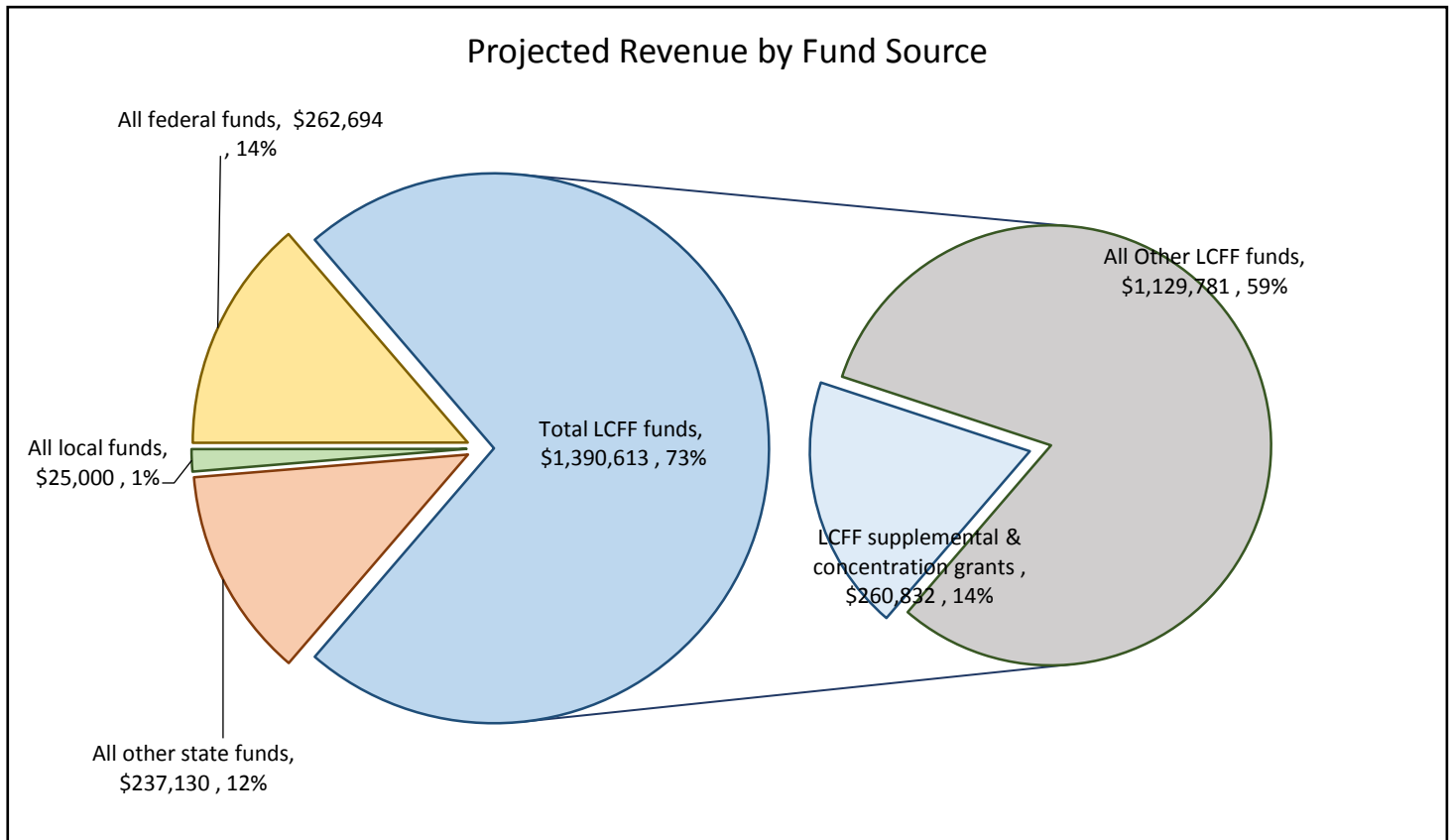
CDS Code: 37-68338-0124347

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

LEA contact information: Elias Vargas, 619-795-3137, [evargas@cityheightsprep.org](mailto:evargas@cityheightsprep.org)

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

## Budget Overview for the 2019-20 LCAP Year

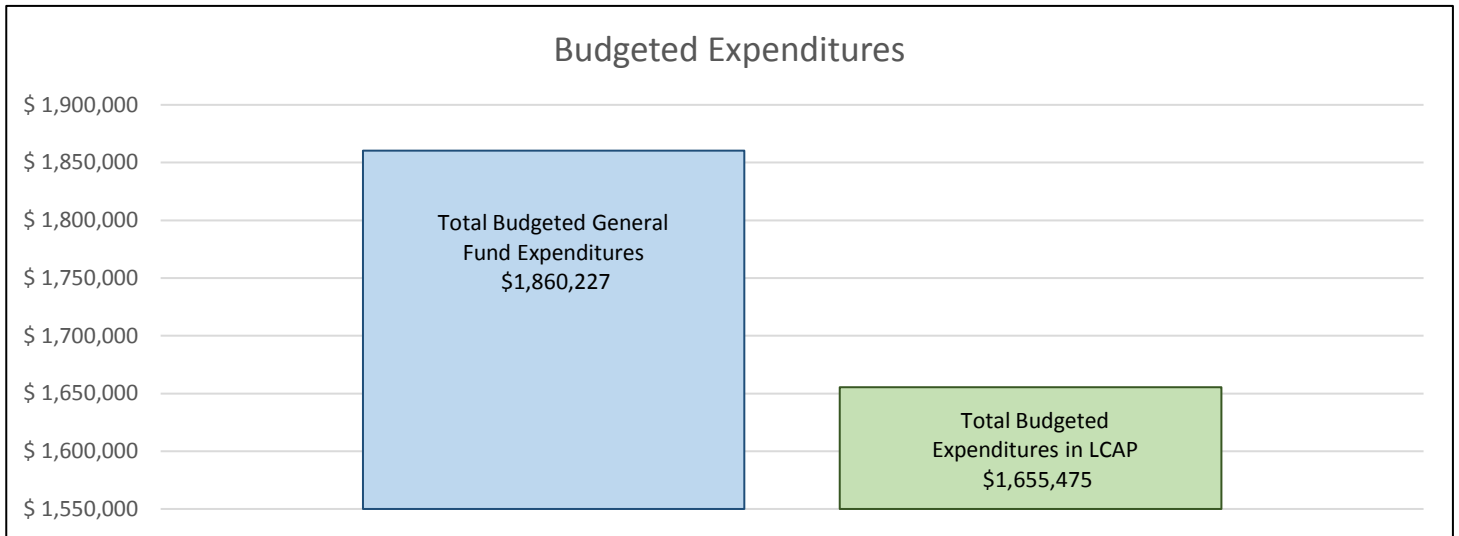


This chart shows the total general purpose revenue City Heights Preparatory Charter School expects to receive in the coming year from all sources.

The total revenue projected for City Heights Preparatory Charter School is \$1,915,437.00, of which \$1,390,613.00 is Local Control Funding Formula (LCFF), \$237,130.00 is other state funds, \$25,000.00 is local funds, and \$262,694.00 is federal funds. Of the \$1,390,613.00 in LCFF Funds, \$260,832.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



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

City Heights Preparatory Charter School plans to spend \$1,860,227.00 for the 2019-20 school year. Of that amount, \$1,655,475.00 is tied to actions/services in the LCAP and \$204,752.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

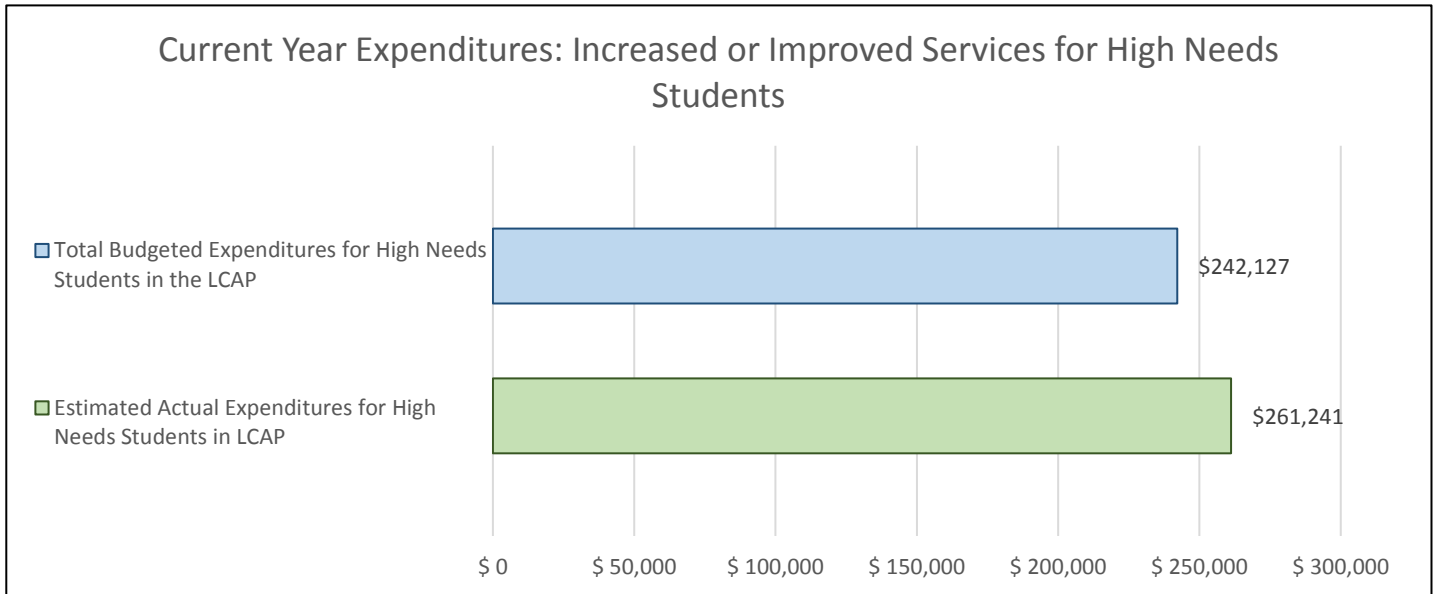
The costs not included in the LCAP include legal fees, audit fees, food service, other fees and services, district oversight fees, SELPA admin fees, postage and depreciation.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, City Heights Preparatory Charter School is projecting it will receive \$260,832.00 based on the enrollment of foster youth, English learner, and low-income students. City Heights Preparatory Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, City Heights Preparatory Charter School plans to spend \$271,675.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



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

In 2018-19, City Heights Preparatory Charter School's LCAP budgeted \$242,127.00 for planned actions to increase or improve services for high needs students. City Heights Preparatory Charter School estimates that it will actually spend \$261,241.00 for actions to increase or improve services for high needs students in 2018-19.

# LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

**\*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

## **Data Input Tab**

### **LEA Information (rows 1-3)**

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

### **Identify the Applicable LCAP Year**

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

### **Projected General Fund Revenue for the Coming LCAP Year**

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

# LCFF Budget Overview for Parents Data Entry Instructions

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

## **Total Budgeted Expenditures for the Coming LCAP Year**

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on the planned actions and services to meet the goals included in the LCAP for the coming LCAP year.
- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

## **Expenditures for High Needs Students in the Current LCAP Year**

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.
- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified to contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

## **Narrative Responses Tab**

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budget Expenditures for the LCAP year that are not included in the LCAP.
- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.



## LCFF Budget Overview for Parents Data Entry Instructions

- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
City Heights Preparatory Charter School	Elias Vargas Director	evargas@cityheightsprep.org (619) 795-3137

## 2017-20 Plan Summary

### The Story

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

The majority of City Heights Prep students are refugees from conflict-ridden areas throughout the world. Many of our students have never participated in formal education prior to arriving in the U.S. or have had interrupted educational histories while living in overcrowded refugee camps. Our students speak over 30 languages including:

Amharic Anyak Arabic Burmese Creole Dhaanywaa Farsi

French Kachin Karen Kareni Kiziguwa Kril Kurdish

Lao Lingala Maymay Ngawn Portuguese Somali Swahili

Urgul Spanish Thai Tigrinya Turkish Ugandan Vietnamese

Many City Heights Prep students began the school year not knowing a single word of English, not knowing the alphabet and unable to read in any language. Many of these students have experienced unspeakable trauma. Many other students have a great deal of chaos and upheaval in their everyday surroundings.

At City Heights Prep, we seek to provide an excellent education in a safe and nurturing community where all students—regardless of circumstance—can thrive. Doing so is a community-wide effort. In order to support our students holistically, the following practices have become a part of the City Heights Prep culture:

- Each student has a staff member who calls home on a regular monthly basis to check in and keep parents informed; additional calls are made when a student misses homework, has difficulties, or experiences successes at school.

- Staff is available every day before and after school to offer additional help to students or a quiet place to do school work.
- A robust program of after school clubs is available each day providing enrichment activities such as soccer, basketball, yearbook club, robotics club, fitness, computer science club, volleyball club, student government, yoga, Gay Straight Alliance

(GSA), Junior Reserve Officer Training Corps (JROTC), Girls Club and more.

- A variety of individual/small group counseling is available to support students in need of additional support.
- The school has instituted a language intervention program for students who are struggling with the language demands of their content classes. This class will provide remedial instruction in all subject areas.
- The school employs a school counselor, responsible to facilitate relationships with families as well as students to build partnerships with a variety of colleges and community-based organizations.
- Each year, the school hosts community-wide events such as a fall Open House and a Spring Showcase. These events are staff and student-led, allowing students the opportunity to share their learning and show off their skills.
- Additional courses that will be offered at City Heights Prep include AP courses, A.V.I.D., Project Lead the Way, and honors courses.

## LCAP Highlights

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

The goals contained in the 2019-2020 LCAP update are by-in-large a continuation of the 2018-2019 goals. In keeping with updated requirements, this year's LCAP includes more detailed budget information.

## Review of Performance

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

## Greatest Progress

At City Heights Prep, we are most proud that our students continue to show academic growth as measured by our school's rate of reclassification for English learners (ELs) as well as on the NorthWest Evaluation Association (NWEA) Measures of Academic Progress (MAP). This year, student growth in reading was especially remarkable as across the school on average students gained 1.7 grade levels in reading during the 2018-2019 school year. This year, we have also offered a more rigorous curriculum and will proudly graduate 3 seniors.

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

## **Greatest Needs**

The California School Dashboard indicates that overall performance for City Heights Prep is in the "Red" or "Orange" category in Mathematics, English Language Arts, and Suspension Rate (K-12). In previous years, math was only offered as an online class for high school students. Moving forward, we will have a full-time credentialed high school math teacher. Therefore the school will focus increased attention on improving math instruction for the 2020-2021 school year. This will include increased math-focused professional development and coaching support.

All sixth grade students were enrolled in an Individualized Math and Academic English class for additional support in Math and English.

As of 2019-2020, sixth grade students are now offered science and social studies classes in response to data from MAP, ELPAC and SBAC testing in previous years. Their vocabulary was negatively impacted by lack of exposure to those subject areas.

In previous years, fine arts courses were not offered for middle and high school students. In 2020-2021, visual arts will be offered as an AP course, a high school course, and a middle school course. Drama/creative writing will be offered as an 8th/9th grade course.

It is our desire to lower the suspension rate in order to maximize learning time for all students. In order to achieve this, the school will provide additional support for the implementation of positive behavior interventions, restorative justice practices, school counseling, and supports (PBIS) in each classroom across the school, especially in classrooms where behavior concerns were more prevalent. We have also hired a school counselor.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

At City Heights Prep, some student groups were two or more performance levels below the "all students" performance on any state indicator of the LCFF Evaluation Rubrics. We are implementing language acquisition classes to improve English proficiency and more professional development to focus on core classes. We will build time into the staff calendar to review and analyze testing data.

## **Comprehensive Support and Improvement**

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

## **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

## **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

### Teacher Quality

CH Prep teachers are properly assigned, fully credentialed in the subject areas, and for the pupils they are teaching and participate in ongoing PD opportunities focused on identified needs

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Commission on Teacher Credentialing (CTC) Teacher credential documentation, including EL Authorization
- Professional Development (PD) calendar
- Teacher training/ attendance records

Actual

### Metric/Indicator

- Commission on Teacher Credentialing (CTC) Teacher credential documentation, including EL Authorization
- Professional Development (PD) calendar
- Teacher training/ attendance records

18-19

- Credential: Maintained 100% compliance
- PD: Maintained 100% participation

Expected

18-19

- Credential: Maintain 100% compliance
- PD: Maintain 100% participation

Baseline

- Credential: 100% compliance
- PD: 100% participation

Actual

- Teacherready teacher credentialing program
- High Tech High teacher intern program
- Partnered with Grand Canyon University

Baseline

- Credential: 100% compliance
- PD: 100% participation

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review teacher credential information and adjust assignments accordingly; hire staff as needed	Reviewed teacher credential information and adjusted assignments accordingly; hired staff as needed.	1000's, 2000's, 3000's, 5800's LCFF Base \$1,256,235	\$275,320 Certificated Salaries (1000-1999) \$190,126 Classified Salaries (2000-2999) \$126,832 Employee Benefits (3000-3999) \$66,879.00 Back Office Support (5800's)  1000, 2000, 3000, 4000, 5000 LCFF Base \$659,157
			\$72,602.50 Certificated Salaries (1000-1999) \$24,120.08 Employee Benefits (3000-3999)  1000, 2000, 3000, 4000, 5000 Title I \$96,723
			\$27,731 Other Certificated Salaries (1900)

			<p>\$9,147 Certificated Pupil Support Salaries (1200)  \$60,000 Instructional Aide Salaries (2100)  \$20,982 Employee Benefits (3000-3999)  \$37,352 Instructional Consultants (5800's)</p> <p>1000, 2000, 3000, 4000, 5000  Special Education \$155,212</p>
			<p>\$109,929 Certificated Salaries (1000-1999)  \$81,482 Classified Salaries (2000-2999)  \$54,356 Employee Benefits (3000-3999)  LCFF Supplemental and Concentration \$245,767</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers participate in annual PD prior to beginning of school year and a minimum of 4 times annually throughout school year	All teachers participated in two-weeks of annual PD prior to beginning of school year and a minimum of 6 times throughout school year.	5000's \$9,575	<p>\$19,491 Certificated Salaries (1000-1999)  \$6,165 Employee Benefits (3000-3999)  \$6,945 Dues and Memberships (5300)  1000, 2000, 3000, 4000, 5000  LCFF Base \$32,601</p>
			<p>\$8,200 Travel and Conferences (5200) 5000-5999: Services And Other Operating Expenditures  Title II \$9,763</p>

**Action 3**

Planned

Actual

Budgeted

Estimated Actual



Actions/Services	Actions/Services	Expenditures	Expenditures
Execute board-approved Teacher Evaluation Plan	The board--approved Teacher Evaluation Plan was implemented.	No incremental expenses. \$0	No incremental expenses. \$0

## Analysis

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

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

Ensured goal was met by carefully analyzing credentials and developing a structured calendar of PD training sessions. The amount of PD sessions were increased this school year.

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

Teachers received ongoing training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers received ongoing training and received reimbursement for attending external professional development trainings.

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

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

### Instructional Materials

Every student at CH Prep has access to standards-aligned instructional materials and has 1:1 access to a computer during the school day

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Curricular materials inventory, including software and subscription-based internet services
- Digitally-aided learning materials inventory

Actual

### Metric/Indicator

- Curricular materials inventory, including software and subscription-based internet services
- Digitally-aided learning materials inventory

18-19

- CCSS aligned curriculum for core classes: Maintain 100% access
- 1:1 Student computers: Maintain 100% access
- Provided all families with a computer with Microsoft Office installed

**Expected**

**18-19**

- CCSS aligned curriculum for core classes: Maintain 100% access
- 1:1 Student computers: Maintain 100% access

**Baseline**

- CCSS aligned curriculum for core classes: 100% access
- 1:1 Student computers: 100% access

**Actual**

- Provided all students with composition books, agendas, and other school materials
- Provided full funding for costs of AP test
- Provided full funding for dual-enrollment in community college, including software, textbooks, materials, bus passes
- Provided full funding for all art supplies
- Provided each room with a library for students to check out books

**Baseline**

- CCSS aligned curriculum for core classes: 100% access
- 1:1 Student computers: 100% access

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed	Reviewed curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed; purchased Math IXL, Shmoop, and online textbooks	4000's, 5000's LCFF Base \$69,650	\$45,830 Books and Supplies (4000-4999) \$23,296 Software Licenses (5800's) \$10,793 Advertisement and Recruitment (5800's) \$7,027 Communications (5900) 1000, 2000, 3000, 4000, 5000 LCFF Base \$86,946  \$4,095 Textbooks and Core Curriculum (4110) 4000-4999: Books And Supplies Title IV \$4,095

**Action 2**

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

Review digitally-aided learning materials inventory; purchase needed digitally-aided learning materials as needed

Reviewed digitally-aided learning materials inventory; purchase needed digitally-aided learning materials as needed

No incremental expenses. \$0

No incremental expenses. \$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase student computers to meet goal	Purchased student computers to meet goal; families were given computers to take home	4000's LCFF Base \$2,000	\$1,207 Non capitalized Equipment (4400) 4000-4999: Books And Supplies LCFF Base \$1,207

## Analysis

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

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

Shmoop was used for both credit recovery and test prep. Students took 3 full length practice exams and a diagnostic for AP psychology using online support aids. Students in grades 6-9 used Math IXL in their math classes. Google Classroom is used school-wide to post assignments and announcements. Sanga is used by seminar teachers to communicate with family members of students. The High School seniors participated in dual-enrollment by taking college courses at the community colleges.

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

Staff will meet to discuss students' scores from the SAT, ACT, and AP tests once the scores are available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Purchased new Psychology, Art and English textbooks. Added after school enrichment class.

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

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

Facilities

CH Prep will ensure that the school facilities are maintained in good repair

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Annual School Facility Inspection
- Annual Fire Inspection
- Comprehensive School Safety Plan

18-19

- School Facility Inspection: Maintain passing status
- Fire Inspection: Maintain passing status

Actual

### Metric/Indicator

- Annual School Facility Inspection
- Annual Fire Inspection
- Comprehensive School Safety Plan

18-19

- School Facility Inspection: Maintain passing status
- Fire Inspection: Maintain passing status
- Active Shooter Training

**Expected**

**Baseline**

- School Facility Inspection: Achieved passing status
- Fire Inspection: Achieved passing status

**Actual**

- Updated emergency maps with drill locations

**Baseline**

- School Facility Inspection: Achieved passing status
- Fire Inspection: Achieved passing status

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed	Conducted Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed	5000's LCFF Base \$172,491	Facility and Modular Leases \$145,854  5000-5999: Services And Other Operating Expenditures Facility Grant 145,854  \$3,578 Noncapitalized Equipment (4400) \$17,550 General Insurance (5000's) \$2,630 Equipment Lease (5000's) \$3,375 Vendor Repairs (5000's)  1000, 2000, 3000, 4000, 5000 LCFF Base \$27,133  \$7,715 Noncapitalized Equipment (4400) 4000-4999: Books And Supplies Title IV \$7,715

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilitate annual Fire Inspection	Facilitated annual Fire Inspection	No Incremental Expense \$0	No Incremental Expense \$0

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection	Negotiated with landlord to remediate any safety findings from Facility and Fire Inspection; landlord agreed to install gates around the campus	No Incremental Expense \$0	No Incremental Expense \$0

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update Comprehensive School Safety Plan Annually	Updated Comprehensive School Safety Plan Annually	No incremental expenses. \$0	No incremental expenses. \$0

**Analysis**

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

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

Safety plan is reviewed and revised annually. The school safety plan is reviewed with students, parents, staff, and the community for suggestions.

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

At student parent meetings, student and family feedback and suggestions to improve school safety were implemented.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 4

English Language Arts, Math, Science

CH Prep students will demonstrate academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS)

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- API (not in use for 2013-14, 2014-15, 2016-17)
- School-based diagnostic benchmarks (Math Diagnostic, Running Record, SBAC-type Performance Tasks, Spelling Measure)
- NWEA Measure of Academic Progress (MAP) testing
- SBAC testing (results not yet available for 2015-16)

Actual

### Metric/Indicator

- School-based diagnostic benchmarks (Math Diagnostic, Running Record, SBAC-type Performance Tasks)
- NWEA Measure of Academic Progress (MAP) testing
- SBAC testing (results not yet available for 2018-19)

18-19

**Expected**

**18-19**

- Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level

**Baseline**

- Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level

**Actual**

- Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level

Baseline

- Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extended instructional time for ELA, math and science (67 minute class period daily, per subject)	Provided extended instructional time for ELA, math and science (70 minute class period daily, per subject)	No incremental expenses. \$0	No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. \$0

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)	Provided supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)	No incremental expenses. \$0	No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. \$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)	Provided extended time (120 min wk) for reading through Daily Reading Time (DRT)	No incremental expenses. \$0	No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. \$0

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Academic Literacy program across the curriculum (Academic Word List Instruction, Collaborative Strategic Reading (CSR), Thinking Maps)	Implemented Academic Literacy program across the curriculum (Wordgen word lists, STARI, Houghton Mifflin grammar instruction, Collaborative Strategic Reading (CSR), Thinking Maps)	No incremental expenses. \$0	No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. \$0

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental Individualized Math course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 - 335 minutes of Math support weekly)	Provided supplemental Individualized Math course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 - 335 minutes of Math support weekly)	No incremental expenses. \$0	No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. \$0

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide hands-on science laboratory-based science curriculum	Provide hands-on science laboratory-based science curriculum	No incremental expenses. \$0	No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and

licenses for instructional materials  
Goal 2, actions/services 1.  
\$0

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8	Provided instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 12	No incremental expenses. \$0	No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. \$0

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer NWEA MAPs triennial testing	Administered NWEA MAPs triennial testing	No incremental expenses. \$0	No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. \$0

## Analysis

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

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

100% of new hires and returning instructional staff had a valid English Learner Authorization.

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

All teachers had English Language Learner authorization to provide SDAIE instruction in all content areas. Additional English supports led to the ELPAC reclassification of approximately 15 students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 5

English Language Development (ELD)

CH Prep students will demonstrate proficiency in all written and oral English language conventions for writing and speaking

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- California English Language Proficiency Assessment for California (ELPAC)
- English learner reclassification data

### 18-19

- 75% of returning EL students will exhibit an increase in score on the ELPAC test

Actual

### Metric/Indicator

- California English Language Proficiency Assessment for California (ELPAC)
- English learner reclassification data

18-19

Expected

**Baseline**

- 75% of returning EL students exhibited an increase in score on the CELDT test

Actual

- 75% of returning EL students will exhibit an increase in score on the ELPAC initial and summative tests

Baseline

- 75% of returning EL students exhibited an increase in score on the ELPAC initial and summative tests

**Actions / Services**

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

**Action 1**

Planned  
Actions/Services

Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

Actual  
Actions/Services

Provided supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

Budgeted  
Expenditures

No incremental expenses. \$0

Estimated Actual  
Expenditures

No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services \$0

**Action 2**

Planned  
Actions/Services

Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)

Actual  
Actions/Services

Provided extended time (120 min wk) for reading through Daily Reading Time (DRT)

Budgeted  
Expenditures

No incremental expenses. \$0

Estimated Actual  
Expenditures

No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services \$0

**Action 3**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures



Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8

Provided instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 12; additional training on use of ELPAC scores to inform instruction

No incremental expenses. \$0

No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services \$0

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer NWEA MAPs biennial testing	Administered NWEA MAP and ELPAC biannual testing	No incremental expenses. \$0	No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, Actions/Services 1 \$0

### Analysis

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

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

This year we added a stipend position for testing coordinators. Testing coordinators participated in all required state training and workshops. We also provided text-to-speech accommodations for English Language Learners in class.

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

Our reclassification rate increased for English Learners and we continued to see an increase in their MAP scores. Several of our English Learners were eligible for honors and AP classes and have even participated in taking the AP Psychology Exam.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

CH Prep students will demonstrate proficiency in reading and listening English conventions, in addition to writing and speaking conventions as stated in the original goal.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 6

### Character and Social Development

CH Prep students will demonstrate leadership qualities, respect for diversity and an understanding of the world around them through participation in community service activities and their performance in related coursework

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Community service/ leadership opportunity logs
- Enrollment in World/US History course(s) at appropriate grade level(s)
- Enrollment in "Seminar" course

Actual

### Metric/Indicator

- Community service/ leadership opportunity logs
- Enrollment in World/US History course(s) at appropriate grade level(s)
- Enrollment in "Seminar" course

18-19

- Community service/ leadership opportunities: Maintained 100% participation

**Expected**

**18-19**

- Community service/ leadership opportunities: Maintain 100% participation
- Enrollment in World/US History course(s): Maintain 100% enrollment (one course in middle school; one course in high school)
- Enrollment in “Seminar” course: Maintain 100% enrollment

**Baseline**

- Community service/ leadership opportunities: 100% participation
- Enrollment in World/US History course(s): 100% enrollment (one course in middle school; one course in high school)
- Enrollment in “Seminar” course: 100% enrollment

**Actual**

- Enrollment in World/US History course(s): Maintained 100% enrollment (one course in middle school; one course in high school)
- Enrollment in “Seminar” course: Maintained 100% enrollment
- Seniors were dual-enrolled in community college
- Students gave a presentation proposing the start of a climate change club
- Students participated in a STEM fair about proposed solutions for climate change
- School-wide potlucks celebrated different ethnic cuisines
- High school students attended various field trips to the Museum of Man, Holocaust Museum, San Diego Museum

of Art, San Diego Opera House, and Nutcracker Ballet.

- Three high school students participated in the Rotary Four-way Speech Competition

**Baseline**

- Community service/ leadership opportunities: 100% participation
- Enrollment in World/US History course(s): 100% enrollment (one course in middle school; one course in high school)
- Enrollment in “Seminar” course: 100% enrollment

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer community service/leadership opportunities for every student	Offered community service/leadership opportunities for every student	4000's, 5000's LCFF Supplemental and Concentration \$17,750	\$624 Noncapitalized Equipment (4390) \$13,500 Field Trips/Student Transportation (5812) \$1,350 Fundraising (5880)

			1000, 2000, 3000, 4000, 5000 Supplemental and Concentration \$15,474
			\$3,009 Student Uniforms (4320) 4000-4999: Books And Supplies Title I \$3,009

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure enrollment in World/US History courses for all students at appropriate grade level(s)	Ensured enrollment in World/US History courses for all students at appropriate grade level(s)	No Incremental Expenses \$0	No Incremental Expenses \$0

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure enrollment in "Seminar" course for all students	Ensured enrollment in "Seminar" course for all students	No incremental expenses. \$0	No incremental expenses. \$0

## Analysis

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

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

We created partnerships with colleges both locally (community colleges) and out-of-state (Grand Canyon University).

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

Students have been more involved in the community and were more involved on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 7

Parental Involvement

CH Prep will seek to involve parents in meaningful ways that promote student achievement

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

- Attendance at Family Committee Meetings/ schoolwide events
- Home Contact Log/Report(s)
- Parent Survey

**18-19**

- Achieve 35% participation in one or more family activities annually

**Baseline**

- Achieved 25% participation in one or more family activities for school year

Actual

**Metric/Indicator**

- Attendance at Family Committee Meetings/ schoolwide events
- Home Contact Log/Report(s)
- Parent Survey
- Sangha
- Meetings with school counselor
- Classroom Dojo
- Google Hangouts

18-19

Expected



Actual

- Achieved 40% participation in one or more family activities
  - Parents came to support their students at the STEM fair, parent intervention meetings, and back to school night
  - Parents volunteered to attend field trips and supported students in the classroom
  - Parents met with school counselor
  - Revamped school website, launched school Instagram account, and launched school blog
- Baseline
- Achieved 25% participation in one or more family activities for school year

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain Parental Involvement	Retained Parental Involvement	No incremental expenses \$0	No incremental expenses. \$0

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Host triennial Family Committee Meetings/schoolwide events	Hosted triennial Family Committee Meetings/schoolwide events	No incremental expenses \$0	No incremental expenses. \$0

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor Home Contact Logs/Reports	Monitored Home Contact Logs/Reports; Sangha; Google	No Incremental Expenses \$0	No incremental expenses. \$0



Hangouts; Classroom Dojo;  
Weekly grade tracking

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer Parent Survey annually	Administered Parent Survey annually	No Incremental Expenses \$0	No incremental expenses. \$0

**Analysis**

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

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

We've used social media and the Sangha app to communicate with parents and the greater community of upcoming meetings, field trips, and volunteer opportunities. . We've implemented incentives to increase parental and student involvement.

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

Teachers feel more supported by the increased transparency about progress with families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 8

### Student Engagement & School Climate

CH Prep students will exhibit motivation to succeed academically that results from high expectations, the establishment of strong staff/student relationships and a safe and secure learning environment. CH Prep student reports and school data will reflect a positive school climate

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

**Metric/Indicator**

- Attendance rates
- Chronic absenteeism rates
- Dropout rates
- Student/Teacher Ratio

Actual

**Metric/Indicator**

- Attendance rates
- Chronic absenteeism rates
- Dropout rates
- Student/Teacher Ratio

18-19

- CH Prep maintained attendance rates at or above 93%

**Expected**

**18-19**

- CH Prep will maintain attendance rates at or above 93%

**Baseline**

- CH Prep maintained attendance rates at or above 93%

**Actual**

- Surveyed students to select a school mascot
- Creation of grade-level shirts
- School spirit days on Fridays for staff
- Uniform incentive for homework completion
- School soccer team competed against other teams in City Heights Cup
- College tours promoted college readiness
- SDSU volunteers answered student questions about college
- Uniform incentives increased attendance levels by grade
- Kindness week campaign rewarded students for positive behavior
- 100% opt-in rate for AP testing

**Baseline**

- CH Prep maintained attendance rates at or above 93%

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor Attendance/ chronic absenteeism/ dropout rates and absence verification records	Monitored Attendance/ chronic absenteeism/ dropout rates and absence verification records and implemented attendance incentives	No Incremental Expenses \$0	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 \$0

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement truancy follow-up as outlined in CH Prep Attendance Policy	Implemented truancy follow-up as outlined in CH Prep Attendance Policy	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 \$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Publicly recognize excellent attendance/ high academic performance	Publicly recognized excellent attendance/ high academic performance	No Incremental Expenses \$0	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 \$0

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain student/instructional staff ratio of 20:1	Maintained student/instructional staff ratio of 20:1	No Incremental Expenses \$0	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 \$0

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain implementation of PBIS	Maintained implementation of PBIS	No Incremental Expenses \$0	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 \$0

## Analysis

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

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

The school adopted a mascot, created grade-level shirts, and designated school spirit days on Fridays. We implemented a uniform incentive for individual homework completion and attendance levels by class. A designated teacher supported 12th graders through college prep, college tours promoted college readiness, and SDSU volunteers answered student questions about college. A kindness week campaign rewarded students for exhibiting leadership and positive behavior. Students also led fundraisers to fund activities as well as implemented a spirit week. We've implemented incentives by grade level to increase attendance levels.

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

The school has experienced an overall increase in school spirit and overall improvement in school climate. This is evident through positive feedback on student surveys, positive feedback in teacher-parent conferences, and increased academic and socio-emotional support through the availability of a school counselor. Attendance levels have increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

City Heights Prep (CH Prep) provided multiple opportunities for stakeholders to participate in our LCAP process. Stakeholder engagement was organized in the following manner:

### Family Survey

CH Prep conducted a survey for families related to the school's current achievement as related to the eight state priorities and priorities for improvement.

### Focus Group(s)

CH Prep conducted several focus groups related to the school's current achievement as related to the eight state priorities and priorities for improvement.

### Parent/Community Meetings

Family Committee meetings held. The meeting provided information about the LCFF funding and the eight state priorities.

### Planning Team

The Planning Team, comprised of students, teachers, School Director, classified staff was convened to review the initial draft of LCAP to provide further feedback to finalize the draft.

As a part of this process, the Planning Team reviewed a variety of data relevant to the development of the LCAP. Data reviewed included:

- Academic Performance Index Report
- Attendance and Chronic Absenteeism Records
- California State Mandated Test Records
- English Learner Records (CELDT Data and Reclassification Rates)
- Course Enrollments (Master Schedule information)
- LCAP Family Survey data and Family Committee Meeting input
- School Accountability Report Card

- School Benchmark Data (including Math Diagnostic Scores, NWEA MAP data, and Running Record Reports)

#### DRAFT LCAP for Public Comment

Before its adoption, the draft LCAP was available for public comment. As appropriate, revisions were made to reflect stakeholder input.

#### Adoption

The draft LCAP was presented at a public meeting of the Board for adoption.

#### Transmission to County Office of Education and San Diego Unified School District

After Board adoption, the adopted LCAP will be transmitted to San Diego Unified School District and the San Diego County Office of Education and by July 1, 2018.

City Heights Prep (CH Prep) found the process used in developing the 2017-18 LCAP effective in involving stakeholders. Therefore the process was repeated for the 2018-19 LCAP Update, with the following exception: Due to changes in State requirements and the fact that we are a year-round school and still in session until July 6, 2018, certain data was not available for review by the Planning Team. Details are discussed below.

City Heights Prep (CH Prep) provided multiple opportunities for stakeholders to participate in our LCAP process. Stakeholder engagement was organized in the following manner:

#### Family Survey

CH Prep conducted a survey for families related to the school's current achievement as related to the eight state priorities and priorities for improvement.

#### Focus Group(s)

CH Prep conducted several focus groups related to the school's current achievement as related to the eight state priorities and priorities for improvement.

#### Parent/Community Meetings

Family Committee meetings held. The meeting provided information about the LCFF funding and the eight state priorities.

#### Planning Team

The Planning Team, comprised of students, teachers, School Director, classified staff was convened to review the initial draft of LCAP to provide further feedback to finalize the draft.

As a part of this process, the Planning Team reviewed a variety of data relevant to the development of the LCAP. Data reviewed included:

- Academic Performance Index Report (not available for 2013-14, 2014-15, 2015-16, 2016-17)
- Attendance and Chronic Absenteeism Records
- California State Mandated Test Records
- English Learner Records (CELDT Data and Reclassification Rates)
- Course Enrollments (Master Schedule information)
- LCAP Family Survey data and Family Committee Meeting input
- School Accountability Report Card
- School Benchmark Data (including Math Diagnostic Scores, NWEA MAP data, and Running Record Reports)

City Heights Prep is a year-round school. As such, the school year has not ended as of the July 1, 2018 deadline. Therefore, not all 2017-18 data was available to review. When 2017-18 data was not yet available, 2016-17 data was reviewed.

#### DRAFT LCAP for Public Comment

Before its adoption, the draft LCAP was available for public comment (posted on school website and emailed to various community stakeholders). As appropriate, revisions were made to reflect stakeholder input.

#### Adoption

The draft LCAP was presented at a public meeting on Friday, June 22, 2018 of the Board for adoption.

#### Transmission to County Office of Education and San Diego Unified School District

After Board adoption, the adopted LCAP will be transmitted to San Diego Unified School District and the San Diego County Office of Education and by July 1, 2018.

## Impact on LCAP and Annual Update

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

The input received from various stakeholders served to:

- Inform the development of the CH Prep LCAP plan.
- Identify the elements of implementation of the CH Prep charter that are working well so they can be further supported through the LCAP process.
- Identify the elements of implementation of the CH Prep charter that are in need of further development so these elements can be further supported through the LCAP process.



- Identify the process through which the school and community can work collaboratively in implementing LCAP.

The input received from various stakeholders served to:

- Inform the development of the CH Prep LCAP plan.
- Identify the elements of implementation of the CH Prep charter that are working well so they can be further supported through the LCAP process.
- Identify the elements of implementation of the CH Prep charter that are in need of further development so these elements can be further supported through the LCAP process.
- Identify the process through which the school and community can work collaboratively in implementing LCAP.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

Teacher Quality

CH Prep teachers are properly assigned, fully credentialed in the subject areas, and for the pupils they are teaching and participate in ongoing PD opportunities focused on identified needs

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To ensure that all students receive equitable access to excellent instruction

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>• Commission on Teacher Credentialing</li> </ul>	<ul style="list-style-type: none"> <li>• Credential: 100% compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Credential: Maintain 100% compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Credential: Maintain 100% compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Credential: Maintain 100% compliance</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(CTC) Teacher credential documentation, including EL Authorization <ul style="list-style-type: none"> <li>Professional Development (PD) calendar</li> <li>Teacher training/ attendance records</li> </ul>	<ul style="list-style-type: none"> <li>PD: 100% participation</li> </ul>	<ul style="list-style-type: none"> <li>PD: Maintain 100% participation</li> </ul>	<ul style="list-style-type: none"> <li>PD: Maintain 100% participation</li> </ul>	<ul style="list-style-type: none"> <li>PD: Maintain 100% participation</li> </ul>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

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

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

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Review teacher credential information and adjust assignments accordingly; hire staff as needed	Review teacher credential information and adjust assignments accordingly; hire staff as needed	Review teacher credential information and adjust assignments accordingly; hire staff as needed

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,176,515	\$1,256,235	\$733,034
Source	*****	LCFF Base	LCFF Base
Budget Reference	***** Total employee compensation, instructional consultants - SPED costs, Business service provider costs for correctly assigned teachers and support staff	1000's, 2000's, 3000's, 5800's	\$335,762 Certificated Salaries (1000-1999) \$165,394 Classified Salaries (2000-2999) \$162,993 Employee Benefits (3000-3999) \$68,885 Back Office Support (5800's)
Amount			\$109,650
Source			Title I
Budget Reference			\$82,471 Certificated Salaries (1000-1999) \$27,179 Employee Benefits (3000-3999)

Amount			\$186,864
Source			Special Education
Budget Reference			\$69,000 Certificated Salaries (1000-1999) \$16,250 Classified Salaries (2000-2999) \$27,366 Employee Benefits (3000-3999) \$41,748 Instructional Consultants (5800's)
Amount			\$258,275
Source			LCFF Supplemental and Concentration
Budget Reference			\$130,570 Certificated Salaries (1000-1999) \$64,319 Classified Salaries (2000-2999) \$63,386 Employee Benefits (3000-3999)

**Action 2**

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

All teachers participate in annual PD prior to beginning of school year and a minimum of 4 times annually throughout school year

**2018-19 Actions/Services**

All teachers participate in annual PD prior to beginning of school year and a minimum of 6 times annually throughout school year

**2019-20 Actions/Services**

All teachers participate in annual PD prior to beginning of school year and a minimum of 20 times annually throughout school year

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$23,500	\$9,575	\$38,098
Source	*****		LCFF Base
Budget Reference	***** Travel & conference; dues and memberships; non-instructional consultants for professional development	5000's	1000-1999: Certificated Personnel Salaries \$26,861 Certificated Salaries (1000-1999) \$11,237 Employee Benefits (3000-3999)

Amount			\$8,125
Source			Title II
Budget Reference			5000-5999: Services And Other Operating Expenditures \$8,125 Professional Development (5000's)
Amount			\$13,450
Source			LCFF Base
Budget Reference			5000-5999: Services And Other Operating Expenditures \$5,000 Travel and Conferences (5200) \$8,450 Dues and Memberships (5300)

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Execute board-approved Teacher Evaluation Plan

2018-19 Actions/Services

Execute board-approved Teacher Evaluation Plan

2019-20 Actions/Services

Execute board-approved Teacher Evaluation Plan and added more opportunities for professional development to the master schedule.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses, Director salary allocated to Goal 1, Actions/Services 1	No incremental expenses.	No incremental expenses, Director salary allocated to Goal 1, Actions/Services 1



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 2

Instructional Materials

Every student at CH Prep has access to standards-aligned instructional materials and has 1:1 access to a computer during the school day

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To ensure that all students receive equitable access to standards-aligned instruction

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>• Curricular materials inventory,</li> </ul>	<ul style="list-style-type: none"> <li>• CCSS aligned curriculum for</li> </ul>	<ul style="list-style-type: none"> <li>• CCSS aligned curriculum for core classes:</li> </ul>	<ul style="list-style-type: none"> <li>• CCSS aligned curriculum for core classes:</li> </ul>	<ul style="list-style-type: none"> <li>• CCSS aligned curriculum for core</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
including software and subscription-based internet services <ul style="list-style-type: none"> <li>Digitally-aided learning materials inventory</li> </ul>	core classes: 100% access <ul style="list-style-type: none"> <li>1:1 Student computers: 100% access</li> </ul>	Maintain 100% access <ul style="list-style-type: none"> <li>1:1 Student computers: Maintain 100% access</li> </ul>	Maintain 100% access <ul style="list-style-type: none"> <li>1:1 Student computers: Maintain 100% access</li> </ul>	classes: Maintain 100% access <ul style="list-style-type: none"> <li>1:1 Student computers: Maintain 100% access</li> </ul>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed

Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed

Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$40,700	\$69,650	\$110,310
Source	*****	LCFF Base	LCFF Base
Budget Reference	***** Costs for approved textbooks, other books, office supplies, other supplies, instructional supplies, computer hardware, computer software and licenses for instructional materials, advertising/recruitment materials, telephone and internet	4000's, 5000's	\$73,710 Books and Supplies (4000-4999) \$36,600 Services and Other Operating (5000-5999)

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Review digitally-aided learning materials inventory; purchase needed digitally-aided learning materials as needed

2018-19 Actions/Services

Review digitally-aided learning materials inventory; purchase needed digitally-aided learning materials as needed

2019-20 Actions/Services

Review digitally-aided learning materials inventory; purchase needed digitally-aided learning materials as needed

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Digitally-aided learning materials costs allocated to Goal 2, action/service 1	No incremental expenses.	No incremental expenses; Digitally-aided learning materials costs allocated to Goal 2, action/service 1

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Purchase student computers to meet goal

2018-19 Actions/Services

Purchase student computers to meet goal and provided families with a computer to keep at home.

2019-20 Actions/Services

Purchase student computers to meet goal

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,000	\$2,000
Source	*****	LCFF Base	LCFF Base
Budget Reference	***** Purchase student computers to meet expanded enrollment	4000's	4000-4999: Books And Supplies Purchase student computers to meet expanded enrollment

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

Facilities

CH Prep will ensure that the school facilities are maintained in good repair

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To ensure that the school facilities are maintained for safety and in good repair as specified in subdivision (d) of EC Section 17002

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>• Annual School Facility Inspection</li> </ul>	<ul style="list-style-type: none"> <li>• School Facility Inspection: Achieved passing status</li> </ul>	<ul style="list-style-type: none"> <li>• School Facility Inspection: Maintain passing status</li> </ul>	<ul style="list-style-type: none"> <li>• School Facility Inspection: Maintain passing status</li> </ul>	<ul style="list-style-type: none"> <li>• School Facility Inspection: Maintain passing status</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Annual Fire Inspection</li> <li>Comprehensive School Safety Plan</li> </ul>	<ul style="list-style-type: none"> <li>Fire Inspection: Achieved passing status</li> </ul>	<ul style="list-style-type: none"> <li>Fire Inspection: Maintain passing status</li> </ul>	<ul style="list-style-type: none"> <li>Fire Inspection: Maintain passing status</li> </ul>	<ul style="list-style-type: none"> <li>Fire Inspection: Maintain passing status</li> </ul>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Conduct Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed

2018-19 Actions/Services

Conduct Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed

2019-20 Actions/Services

Conduct Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$187,200	\$172,491	\$157,191
Source	*****	LCFF Base	Facility Grant
Budget Reference	***** Facilities costs: insurance, rent, construction/repairs, equipment rent/repairs, and furniture	5000's	5000-5999: Services And Other Operating Expenditures \$157,191 Rent-Facilities/Buildings/Space
Amount			\$20,877
Source			LCFF Base
Budget Reference			5000-5999: Services And Other Operating Expenditures \$18,077 General Insurance \$2,800 Vendor Repairs

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action



2017-18 Actions/Services

Facilitate annual Fire Inspection

2018-19 Actions/Services

Facilitate annual Fire Inspection

2019-20 Actions/Services

Facilitate annual Fire Inspection

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No Incremental Expense	No Incremental Expense	No Incremental Expense

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection

2018-19 Actions/Services

Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection

2019-20 Actions/Services

Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expense; Remediating safety findings costs allocated to Goal 3, Actions/Services 1	No Incremental Expense	No incremental expense; Remediating safety findings costs allocated to Goal 3, Actions/Services 1

**Action 4**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Update Comprehensive School Safety Plan Annually	Update Comprehensive School Safety Plan Annually	Update Comprehensive School Safety Plan Annually

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No Incremental Expense; Director salary allocated to Goal 1, Actions/Services 1	No incremental expenses.	No incremental expenses.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 4

English Language Arts, Math, Science

CH Prep students will demonstrate academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS)

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To implement common core academic and performance standards in a manner that ensures that content area knowledge is accessible and promotes achievement for all pupils

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• API (not in use for 2013-14,	• Average academic achievement gains of	• Average academic achievement gains of	• Average academic achievement gains of	• Average academic achievement gains of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2014-15, 2016-17) <ul style="list-style-type: none"> <li>School-based diagnostic benchmarks (Math Diagnostic, Running Record, SBAC-type Performance Tasks, Spelling Measure)</li> <li>NWEA Measure of Academic Progress (MAP) testing</li> <li>SBAC testing (results not yet available for 2015-16)</li> </ul>	1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level	1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level	1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level	1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Provide extended instructional time for ELA, math and science (67 minute class period daily, per subject)

**2018-19 Actions/Services**

Provide extended instructional time for ELA, math and science (67 minute class period daily, per subject)

**2019-20 Actions/Services**

Provide instructional time for ELA, math and science (55 minute class period daily, per subject) . Science will be offered to students across all grades.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

New Action

**2017-18 Actions/Services**

Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

**2018-19 Actions/Services**

Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

**2019-20 Actions/Services**

Provide supplemental Literacy Intervention course to all students who are two or more grade levels behind in reading (additional 30 minutes of English support weekly)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)

2018-19 Actions/Services

Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)

2019-20 Actions/Services

Provide extended time (120 min wk) for reading through Literacy Intervention course.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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



**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Implement Academic Literacy program across the curriculum (Academic Word List Instruction, Collaborative Strategic Reading (CSR), Thinking Maps)

**2018-19 Actions/Services**

Implement Academic Literacy program across the curriculum (Academic Word List Instruction, Collaborative Strategic Reading (CSR), Thinking Maps)

**2019-20 Actions/Services**

Implement Academic Literacy program across the curriculum (Wordgen word lists, STARI, Houghton Mifflin grammar instruction, Collaborative Strategic Reading (CSR), Thinking Maps)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Provide supplemental Individualized Math course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 - 335 minutes of Math support weekly)

**2018-19 Actions/Services**

Provide supplemental Individualized Math course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 - 335 minutes of Math support weekly)

**2019-20 Actions/Services**

Provide supplemental Individualized Math support for students who are two or more grade levels behind in reading (additional 30 -60 minutes of Math support weekly)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide hands-on science laboratory-based science curriculum

2018-19 Actions/Services

Provide hands-on science laboratory-based science curriculum

2019-20 Actions/Services

Provide hands-on science laboratory-based science curriculum

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, actions/services 1	No incremental expenses.	No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, actions/services 1

**Action 7**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8

2018-19 Actions/Services

Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 12

2019-20 Actions/Services

Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, actions/services 1	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, actions/services 1

**Action 8**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Administer NWEA MAPs triennial testing

2018-19 Actions/Services

Administer NWEA MAPs triennial testing

2019-20 Actions/Services

Administer NWEA MAPs twice a year

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, actions/services 1	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, actions/services 1

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 5

English Language Development (ELD)

CH Prep students will demonstrate proficiency in all written, reading, listening, and oral English language conventions for writing and speaking

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To ensure that English learners make progress towards English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• California English	• 75% of returning EL students exhibited an	• 75% of returning EL students will exhibit an	• 75% of returning EL students will exhibit an	• 75% of returning EL students will exhibit an

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Language Proficiency Assessment for California (ELPAC) <ul style="list-style-type: none"> <li>English learner reclassification data</li> </ul>	increase in score on the CELDT test	increase in score on the CELDT test	increase in score on the ELPAC test	increase in score on the ELPAC test

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

Provide supplemental Academic support for students that are two or more grade levels behind in reading (additional 30 – 180 minutes of English support weekly)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services

**Action 2**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action



2017-18 Actions/Services

Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)

2018-19 Actions/Services

Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)

2019-20 Actions/Services

Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8

Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8

Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services	No incremental expenses.	No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, Actions/Services 1	No incremental expenses.	No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, Actions/Services 1

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 6

Character and Social Development

CH Prep students will demonstrate leadership qualities, respect for diversity and an understanding of the world around them through participation in community service activities and their performance in related coursework

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To ensure that CH Prep students become socially responsible 21st Century citizens who respect diversity and contribute to improvement in their community

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Community service/	• Community service/	• Community service/	• Community service/	• Community service/

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
leadership opportunity logs • Enrollment in World/US History course(s) at appropriate grade level(s) • Enrollment in "Seminar" course	leadership opportunities: 100% participation • Enrollment in World/US History course(s): 100% enrollment (one course in middle school; one course in high school) • Enrollment in "Seminar" course: 100% enrollment	leadership opportunities: Maintain 100% participation • Enrollment in World/US History course(s): Maintain 100% enrollment (one course in middle school; one course in high school) • Enrollment in "Seminar" course: Maintain 100% enrollment	leadership opportunities: Maintain 100% participation • Enrollment in World/US History course(s): Maintain 100% enrollment (one course in middle school; one course in high school) • Enrollment in "Seminar" course: Maintain 100% enrollment	leadership opportunities: Maintain 100% participation • Enrollment in World/US History course(s): Maintain 100% enrollment (one course in middle school; one course in high school) • Enrollment in "Seminar" course: Maintain 100% enrollment

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

Offer community service/leadership opportunities for every student

## 2018-19 Actions/Services

Offer community service/leadership opportunities for every student

## 2019-20 Actions/Services

Offer community service/leadership opportunities for every student

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$14,200	\$17,750	\$13,400
Source	*****	LCFF Supplemental and Concentration	Supplemental and Concentration
Budget Reference	***** Uniforms, Student Athletic Equipment, Pupil Transportation, Fundraising, Student Events	4000's, 5000's	5800: Professional/Consulting Services And Operating Expenditures \$1,400 Fundraising Costs (5897) \$12,000 Field Trips/Student Transportation (5812)
Amount			\$4,200
Source			Title I
Budget Reference			4000-4999: Books And Supplies \$4,200 Uniforms (4320)

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Ensure enrollment in World/US History courses for all students at appropriate grade level(s)

**2018-19 Actions/Services**

Ensure enrollment in World/US History courses for all students at appropriate grade level(s)

**2019-20 Actions/Services**

Ensure enrollment in World/US History courses for all students at appropriate grade level(s) and provide students with the opportunity to participate in dual-enrollment with local colleges

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No Incremental Expenses	No Incremental Expenses	No Incremental Expenses

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

Ensure enrollment in "Seminar" course for all students

## 2018-19 Actions/Services

Ensure enrollment in "Seminar" course for all students

## 2019-20 Actions/Services

Ensure enrollment in "Seminar" course for all students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses.	No incremental expenses.	No incremental expenses.



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 7

Parental Involvement

CH Prep will seek to involve parents in meaningful ways that promote student achievement

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To ensure parental involvement, including seeking parent input in making decisions for the school and including promoting parental participation in programs for unduplicated pupils and individuals with exceptional needs.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>• Attendance at Family Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved 25% participation in one or</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 35% participation in one or</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 35% participation in one or</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 35% participation in one or</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Meetings/ schoolwide events <ul style="list-style-type: none"> <li>• Home Contact Log/Report(s)</li> <li>• Parent Survey</li> </ul>	more family activities for school year	more family activities annually	more family activities annually	more family activities annually

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Retain Outreach Director on CH Prep staff

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

Unchanged Action

2018-19 Actions/Services

Retain Parental Involvement

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

Unchanged Action

2019-20 Actions/Services

Retain Parental Involvement

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to Employee Compensation, Goal 1, Actions/Services 1	No incremental expenses	No incremental expenses; Allocated to Employee Compensation, Goal 1, Actions/Services 1

**Action 2**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Host triennial Family Committee Meetings/schoolwide events	Host triennial Family Committee Meetings/schoolwide events	Host triennial Family Committee Meetings/schoolwide events

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No Incremental Expenses; Allocated to Goal 6, Actions/Services 1	No incremental expenses	No Incremental Expenses; Allocated to Goal 6, Actions/Services 1

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Monitor Home Contact Logs/Reports

2018-19 Actions/Services

Monitor Home Contact Logs/Reports

2019-20 Actions/Services

Monitor Home Contact Logs/Reports

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1	No Incremental Expenses	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1

#### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Administer Parent Survey annually

2018-19 Actions/Services

Administer Parent Survey annually

2019-20 Actions/Services

Administer Parent Survey annually

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1	No Incremental Expenses	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 8

### Student Engagement & School Climate

CH Prep students will exhibit motivation to succeed academically that results from high expectations, the establishment of strong staff/student relationships and a safe and secure learning environment. CH Prep student reports and school data will reflect a positive school climate

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To ensure that CH Prep students are motivated to achieve academically and have a safe and secure environment in which to learn

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Attendance rates</li> <li>Chronic absenteeism rates</li> <li>Dropout rates</li> <li>Student/Teacher Ratio</li> </ul>	<ul style="list-style-type: none"> <li>CH Prep maintained attendance rates at or above 93%</li> </ul>	<ul style="list-style-type: none"> <li>CH Prep will maintain attendance rates at or above 93%</li> </ul>	<ul style="list-style-type: none"> <li>CH Prep will maintain attendance rates at or above 93%</li> </ul>	<ul style="list-style-type: none"> <li>CH Prep will maintain attendance rates at or above 93%</li> </ul>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services



Monitor Attendance/ chronic absenteeism/ dropout rates and absence verification records

Monitor Attendance/ chronic absenteeism/ dropout rates and absence verification records

Monitor Attendance/ chronic absenteeism/ dropout rates and absence verification records

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No Incremental Expenses; Allocated to Total Employee Compensation, Business , Goal 1, Services/Actions 1	No Incremental Expenses	No Incremental Expenses; Allocated to Total Employee Compensation, Business , Goal 1, Services/Actions 1

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Implement truancy follow-up as outlined in CH Prep Attendance Policy	Implement truancy follow-up as outlined in CH Prep Attendance Policy	Implement truancy follow-up as outlined in CH Prep Attendance Policy
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1

**Action 3**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Publicly recognize excellent attendance/ high academic performance	Publicly recognize excellent attendance/ high academic performance	Publicly recognize excellent attendance/ high academic performance

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No Incremental Expenses	No Incremental Expenses	No Incremental Expenses

**Action 4**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain student/instructional staff ratio of 20:1	Maintain student/instructional staff ratio of 20:1	Maintain student/instructional staff ratio of 20:1

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No incremental expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1	No Incremental Expenses	No incremental expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1

### Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain implementation of PBIS

2018-19 Actions/Services

Maintain implementation of PBIS

2019-20 Actions/Services

Maintain implementation of PBIS

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	*****		
Budget Reference	***** No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1	No Incremental Expenses	No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$260,832

Percentage to Increase or Improve Services

23.09%

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

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

City Heights Preparatory Charter School will receive approximately \$260,832 in Supplemental and Concentration Grant funds in 2019-20.

With a 100% unduplicated pupil rate and all students belonging to more than one designated subgroup, City Heights Prep is designed specifically to offer a variety of supports to all its students. These include: extended learning time for all core content area classes, additional courses to support basic math, English and literacy skills development, low student/instructional staff ratio, required participation in the CH Prep "Seminar" course which addresses a range of life skills critical to both academic and personal success, and a robust after-school program with a variety of enrichment activities. City Heights Prep also offers services and program that are aligned with LCAP goals that such as a college-preparatory program in which all students are prepared for college by completing the a-g requirements, Positive Behavior Interventions and Supports (PBIS) and mental health supports.

The full list of expenditures is aligned with the goals of the City Heights Prep Local Control and Accountability Plan and addresses the needs of our school's English learners, low Income students and foster youth.

With a 100% unduplicated pupil rate, City Heights Prep is designed specifically to offer a variety of supports to all its students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$242,127

18%

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

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

City Heights Preparatory Charter School will receive approximately \$242,127 in Supplemental and Concentration Grant funds in 2018 - 19.

With a 100% unduplicated pupil rate and all students belonging to more than one designated subgroup, City Heights Prep is designed specifically to offer a variety of supports to all its students. These include: extended learning time for all core content area classes, additional courses to support basic math, English and literacy skills development, low student/instructional staff ratio, required participation in the CH Prep "Seminar" course which addresses a range of life skills critical to both academic and personal success, and a robust after-school program with a variety of enrichment activities. City Heights Prep also offers services and program that are aligned with LCAP goals that such as a college-preparatory program in which all students are prepared for college by completing the a-g requirements, Positive Behavior Interventions and Supports (PBIS) and mental health supports.

The full list of expenditures is aligned with the goals of the City Heights Prep Local Control and Accountability Plan and addresses the needs of our school's English learners, low Income students and foster youth.

With a 100% unduplicated pupil rate, City Heights Prep is designed specifically to offer a variety of supports to all its students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$191,584

18.87%

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

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

City Heights Preparatory Charter School will receive approximately \$191,584 in Supplemental and Concentration Grant funds in 2017 - 18.

With a 100% unduplicated pupil rate and all students belonging to more than one designated subgroup, City Heights Prep is designed specifically to offer a variety of supports to all its students. These include: extended learning time for all core content area classes, additional courses to support basic math, English and literacy skills development, low student/instructional staff ratio, required participation in the CH Prep "Seminar" course which addresses a range of life skills critical to both academic and personal success, and a robust after-school program with a variety of enrichment activities. City Heights Prep also offers services and program that are aligned with LCAP goals that such as a college-preparatory program in which all students are prepared for college by completing the a-g requirements, Positive Behavior Interventions and Supports (PBIS) and mental health supports.

The full list of expenditures is aligned with the goals of the City Heights Prep Local Control and Accountability Plan and addresses the needs of our school's English learners, low Income students and foster youth.

With a 100% unduplicated pupil rate, City Heights Prep is designed specifically to offer a variety of supports to all its students.



# LCAP Federal Addendum System

## Instructions, Strategy, and Alignment

---

### Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

**The LEA must address the Strategy and Alignment prompts provided below.** Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

### Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

#### Provide response:

The majority of City Heights Prep students are refugees from conflict-ridden areas throughout the world. Many of our students have never participated in formal education prior to arriving in the U.S. or have had interrupted educational histories while living in overcrowded refugee camps. Our students speak over 30 languages. At City Heights Prep, we seek to provide excellent education and a safe and nurturing community where all students - regardless of circumstance - can thrive. We hold multiple meetings throughout the year for staff, family, and student feedback on how the funds should be allocated. These discussions help us to efficiently provide our students with necessities, including uniforms, school materials, a 1:1 laptop to student ratio, and textbooks. In addition, these funds ensure we have credentialed teachers and teacher assistants for extra one-on-one help. While the allocation of our funds will prioritize academics, we also will use them to incorporate extracurricular opportunities through the provision of a variety of after-school clubs and community service options. City Heights Prep is encouraging all students to pursue

Save All and Continue

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

### Provide response:

City Heights Prep takes multiple steps to ensure that the funds are aligned correctly across all federal grant programs. We do this by holding a multi-step approach, which includes community stakeholder engagement. Our community stakeholders are our students, families, community members, and staff members, and as such, we host school-wide meetings to discuss the different grants, the LCAP priorities, and how the funds will be distributed. It is during this time that feedback is given to the school director, who in turn reviews the information and determines which adjustments are needed based off of the comments and feedback received. Any adjustments are then shared with the community stakeholders as well as our back-office business providers. The school director and back-office business providers meet throughout the year to review the budget/funds and allocate them appropriately. This pre-budget is

Save All and Continue

## Instructions, Strategy, and Alignment Contact

---

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

### Contact Name

Elias Vargas

### Contact Phone and Optional Extension

6197953137

Optional Extension

### Contact Email

evargas@cityheightsprep.org

# LCAP Federal Addendum System

## Title I, Part A

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

#### Address the ESSA provision:

We hold multiple meetings throughout the year for staff, family, and student feedback on how the funds should be allocated. Often, these meetings are held at the beginning of the year, the middle of the year, and the end of the year. At these meetings, translators are provided to make sure all families are able to understand the information provided and to give their input in return. With the assistance of the translators, all of the goals are reviewed and smaller feedback sessions are run by teaching staff and translators. At these feedback sessions, families are given the opportunity to provide comments and suggestions regarding the current and future uses of the funds. These discussions help us to efficiently provide our students with necessities, including uniforms, school materials, a 1:1 laptop to student ratio, and textbooks. In addition to the school-wide meetings, parents are encouraged to join the Family Committee, which exists to keep parents involved in the LCAP, Safety Plan, the school schedule, and the

Save All and Continue

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### Address the ESSA provision:

Parental involvement is not required by the school; however, it is strongly encouraged. The school has put in place a parental involvement policy in which parents are involved with the drafting of the LEA plan, disseminating feedback on Title I, extracurricular activities, and educational practices. The school will provide notices to parents of children

attending Title I, Part A schools with annual report cards, notices required by law, opportunities to meet with staff, and any parent and student programs. To get this information across, we have a variety of different platforms: the Sangha app, the school website, and sending home flyers. The Sangha app has built-in translation services to help reach families who speak different languages. In addition, the staff calls families to provide them with any important information as well as student updates. At the family meetings, families are also provided with student updates and

Save All and Continue

## Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

### Address the ESSA provision:

TAS: N/A

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### Address the ESSA provision:

All staff members have a Seminar class of 10-15 students. In this class, each staff member is responsible for monitoring academic performance and emotional needs on a daily basis, and for holding weekly meetings regarding grades. Their academic performance is shared with their families, and parent/teacher meetings are held to develop a plan to provide academic and emotional support and to ultimately ensure student success. All courses are aligned with state standards, and when a course does prove too challenging, additional support is provided to students. This includes before and after school tutoring, as well as Study Hall days during Thursday's Seminar class. When a staff member notices that a student not performing to the expected standard, all appropriate staff members are made aware of this, and they brainstorm ways of providing extra support to the student. When necessary, appropriate accommodations are put into place. Moreover, a school counselor was hired this year and has been monitoring the

Save All and Continue

## Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**Address the ESSA provision:**

In addition to our standard procedures surrounding Seminar classes, students who fall under the McKinney-Vento Homeless Assistance Act are provided with additional support and assistance. The school ensures that transportation passes, breakfast, lunch, school materials, and uniforms are provided.

Save All and Continue

## Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

**Address the ESSA provision:**

N/A

Save All and Continue

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**Address the ESSA provision:**

City Heights Prep ensures all transcripts and grades are up-to-date and transferred to other schools in a timely and efficient manner. In addition, City Heights Prep encourages all students to pursue higher education, and by doing so, we provide students with opportunities to take college courses with all materials, books, course costs, and bus passes paid for by the school. In addition, we schedule multiple college field trips for our high school students.

Furthermore, on multiple Wednesdays throughout the school year, we host Wisdom Wednesday talks, where we invite local business owners and professionals from various fields to speak to the students about their experiences. This

Save All and Continue

## Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### Address the ESSA provision:

The school director, staff members, and community stakeholders review the budget and allocate the funds appropriately to ensure that all areas of academic needs are covered. This includes online resources and databases, as well as access across all grades and classes to an individual laptop. Staff members are sent to professional development seminars in these areas, where programs are then brought to the school. This includes both math and literacy programs, which equip our students in the development of their digital literacy skills.

Save All and Continue

## Title I, Part A Contact

---

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

### Contact Name

Elias Vargas

### Contact Phone and Optional Extension

6197953137

Optional Extension

### Contact Email

# LCAP Federal Addendum System

## Title I, Part A, Educator Equity

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**Address the ESSA provision:**

City Heights Prep ensures that all hired teaching staff hold appropriate credentials and are assigned to teach the appropriate classes reflective of their teaching credentials. Throughout the school year, teachers are encouraged to attend different PDs that are put on for educational support. They also receive PDs two times per month at the school, by the school director.

Save All and Continue

### Title I, Part A, Educator Equity Contact

---

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

# LCAP Federal Addendum System

## Title II, Part A

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**Address the ESSA provision:**

Throughout the school year, all staff members are provided with opportunities for professional growth. Teachers are encouraged to attend different PDs that are put on for educational support. They also receive PDs two times per month at the school, by the school director. In addition, the school participates in teacher induction programs to cultivate further development of leadership and skills in our staff members. Furthermore, teacher observations are held by the school director and other colleagues in order to provide constructive feedback for continual growth.

Save All and Continue

### Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).



**Address the ESSA provision:**

The school ensures that funding is allocated appropriately to reach all student needs and levels. Students receive equal learning and growth opportunities.

Save All and Continue

## Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**Address the ESSA provision:**

City Heights Prep ensures that all employees hold the appropriate credentials and certificates, which are then reviewed throughout the year to ensure they remain up-to-date. As mentioned, they are also provided with many professional growth opportunities, ranging from on-campus staff PD days to off-campus seminars and conferences with other local educational agencies and professionals.

Save All and Continue

### Title II, Part A Contact

---

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name**

Elias Vargas

**Contact Phone  
and Optional Extension**

6197953137

Optional Extension

**Contact Email**

# LCAP Federal Addendum System

## Title III, Part A

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### Address the ESSA provision:

All of our teachers hold an EL authorization, which equips them to better work with our specific student demographics. In PD, we continue to evolve our strategies to better address our students' needs. In such sessions, we discover new books and online resources to better support our students' growth, both in their general academic development, and English language development. All staff receives on-campus and off-campus professional growth opportunities on how to create an effective, all-inclusive learning environment that encompasses all student needs. We offer a Newcomer class and Academic English class to provide intentional and additional support to our new English language learners. Aside from teaching basic language skills, we also implement computer literacy skills and cultural integration skills to help students succeed in their general classes and new city (and country to many). This allows them to better adapt to their current educational setting, as well as their new home. We've found an effective tool is involving the families on how to better equip their children to excel. In one of our PDs, a Parent/Teacher panel was scheduled and proved highly useful in offering insight on the parents' journey to America. struggles with the

Save All and Continue

### Enhanced Instructional Opportunities

## ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

### Address the ESSA provision:

We administer the MAP test upon their arrival, which assesses their current grade level and performance. We also assess current reading levels by administering the running records test. This information allows us to appropriately place the students in a grade level that will support their instructional growth.

Save All and Continue

## Title III Programs and Activities

### ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

### Address the ESSA provision:

Based off of their performance, we place students in either Newcomers, Academic English, or Individualized Math classes. These are additional support classes to enhance student learning. We also provide students with the opportunity to attend before and after school tutoring, and we place volunteers and teacher assistants into classrooms to work one-on-one with students that require extra help. During winter and spring breaks from school, students receive the opportunity to attend/participate in either an EL Intensive camp, which offered additional academic support or Peace Camp, for children that have experienced trauma and need extra emotional support. In the summer we encourage Summer Learning where students are given the opportunity to practice English, Math, and

Save All and Continue

## English Proficiency and Academic Achievement

### ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

### Address the ESSA provision:

In addition to placing students in either Newcomers, Academic English, or Individualized Math classes, we also provide students with the opportunity to attend before and after school tutoring, and we place volunteers and teacher assistants into classrooms to work one-on-one with students that require extra help. Then, at the start of every new

# LCAP Federal Addendum System

## Title IV, Part A

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### Address the ESSA provision:

With the assistance of our school counselor, we will continue to enhance partnerships with local community colleges and universities in San Diego, to expose our students to higher education opportunities. In addition, we will continue to provide our students with dual-enrollment opportunities, covering the costs associated with any college classes they enroll in while attending City Heights Prep. To continue community engagement, we will partner with local translation services, resettlement agencies, UPAC, clinics, and libraries. In addition, we will continue to seek out and develop relationships with local agencies that will bring extracurricular services to our campus, including literacy programs, bike programs, and computer-building programs. All students will be given access to an individual laptop, equipped with programs, apps, and resources to support their academic learning and digital literacy skills. At the end

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

City Heights Preparatory Charter School

## CDS code:

37-68338-0124347

## Link to the LCAP:

*(optional)*

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA  
programs with LEA plan requirements;  
not all ESSA programs.)*

Title I, Part A  
Title II, Part A  
Title III, Part A  
Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The majority of City Heights Prep students are refugees from conflict-ridden areas throughout the world. Many of our students have never participated in formal education prior to arriving in the U.S. or have had interrupted educational histories while living in overcrowded refugee camps. Our students speak over 30 languages. At City Heights Prep, we seek to provide excellent education and a safe and nurturing community where all students - regardless of circumstance - can thrive. We hold multiple meetings throughout the year for staff, family, and student feedback on how the funds should be allocated. These discussions help us to efficiently provide our students with necessities, including uniforms, school materials, a 1:1 laptop to student ratio, and textbooks. In addition, these funds ensure we have credentialed teachers and teacher assistants for extra one-on-one help. While the allocation of our funds will prioritize academics, we also will use them to incorporate extracurricular opportunities through the provision of a variety of after-school clubs and community service options. City Heights Prep is encouraging all students to pursue higher education, and by doing so, we are providing students with opportunities to take college courses with all materials, books, course costs, and bus passes paid for by the school. In addition, we schedule multiple college field trips for our high school students. All of the LCAP goals are budgeted for, and funding will be put towards the enhancement of student learning.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

City Heights Prep takes multiple steps to ensure that the funds are aligned correctly across all federal grant programs. We do this by holding a multi-step approach, which includes community stakeholder engagement. Our community stakeholders are our students, families, community members, and staff members, and as such,

we host school-wide meetings to discuss the different grants, the LCAP priorities, and how the funds will be distributed. It is during this time that feedback is given to the school director, who in turn reviews the information and determines which adjustments are needed based off of the comments and feedback received. Any adjustments are then shared with the community stakeholders as well as our back-office business providers. The school director and back-office business providers meet throughout the year to review the budget/funds and allocate them appropriately. This pre-budget is then reviewed and approved by our board of directors one year in advance.



# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NA- City Heights Prep is a charter school.

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

We hold multiple meetings throughout the year for staff, family, and student feedback on how the funds should be allocated. Often, these meetings are held at the beginning of the year, the middle of the year, and the end of the year. At these meetings, translators are provided to make sure all families are able to understand the information provided and to give their input in return. With the assistance of the translators, all of the goals are reviewed and smaller feedback sessions are run by teaching staff and translators. At these feedback sessions, families are given the opportunity to provide comments and suggestions regarding the current and future uses of the funds. These discussions help us to efficiently provide our students with necessities, including uniforms, school materials, a 1:1 laptop to student ratio, and textbooks. In addition to the school-wide meetings, parents are encouraged to join the Family Committee, which exists to keep parents involved in the

LCAP, Safety Plan, the school schedule, and the allocation of funds. If parents do not participate in the Family Committee, they are still welcome to come by the school at any time with any comments or suggestions they may have.

Parental involvement is not required by the school; however, it is strongly encouraged. The school has put in place a parental involvement policy in which parents are involved with the drafting of the LEA plan, disseminating feedback on Title I, extracurricular activities, and educational practices. The school will provide notices to parents of children attending Title I, Part A schools with annual report cards, notices required by law, opportunities to meet with staff, and any parent and student programs. To get this information across, we have a variety of different platforms: the Sangha app, the school website, and sending home flyers. The Sangha app has built-in translation services to help reach families who speak different languages. In addition, the staff calls families to provide them with any important information as well as student updates. At the family meetings, families are also provided with student updates and are encouraged to join the Family Committee.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

TAS: N/A Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

All staff members have a Seminar class of 10-15 students. In this class, each staff member is responsible for monitoring academic performance and emotional needs on a daily basis, and for holding weekly meetings regarding grades. Their academic performance is shared with their families, and parent/teacher meetings are held to develop a plan to provide academic and emotional support and to ultimately ensure student success. All courses are aligned with state standards, and when a course does prove too challenging, additional support is provided to students. This includes before and after school tutoring, as well as Study Hall days during Thursday's Seminar class. When a staff member notices that a student not performing to the expected standard, all appropriate staff members are made aware of this, and they brainstorm ways of providing extra support to the student. When necessary, appropriate accommodations are put into place. Moreover, a school counselor was hired this year and has been monitoring the academic performance of all students and communicating with their families regarding academic plans for their support.

## Homeless Children and Youth Services

### ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

In addition to our standard procedures surrounding Seminar classes, students who fall under the McKinney-Vento Homeless Assistance Act are provided with additional support and assistance. The school ensures that transportation passes, breakfast, lunch, school materials, and uniforms are provided.

## Student Transitions

### ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

City Heights Prep ensures all transcripts and grades are up-to-date and transferred to other schools in a timely and efficient manner. In addition, City Heights Prep encourages all students to pursue higher education, and by doing so, we provide students with opportunities to take college courses with all materials, books, course costs, and bus passes paid for by the school. In addition, we schedule multiple college field trips for our high school students. Furthermore, on multiple Wednesdays throughout the school year, we host Wisdom Wednesday talks, where we invite local business owners and professionals from various fields to speak to the students about their experiences. This gives our students exposure to several different fields and allows them to reflect upon their future education and career goals.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The school director, staff members, and community stakeholders review the budget and allocate the funds appropriately to ensure that all areas of academic needs are covered. This includes online resources and databases, as well as access across all grades and classes to an individual laptop. Staff members are sent to professional development seminars in these areas, where programs are then brought to the school. This includes both math and literacy programs, which equip our students in the development of their digital literacy skills.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **Social, Health, and Other Services**

### ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **Postsecondary and Workforce Partnerships**

### ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **Parent and Family Involvement**

### ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D



## **Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- City Heights Preparatory Charter School does not receive Title I, Part D

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Throughout the school year, all staff members are provided with opportunities for professional growth. Teachers are encouraged to attend different PDs that are put on for educational support. They also receive PDs two times per month at the school, by the school director. In addition, the school participates in teacher induction programs to cultivate further development of leadership and skills in our staff members. Furthermore, teacher observations are held by the school director and other colleagues in order to provide constructive feedback for continual growth.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The school ensures that funding is allocated appropriately to reach all student needs and levels. Students receive equal learning and growth opportunities.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

City Heights Prep ensures that all employees hold the appropriate credentials and certificates, which are then reviewed throughout the year to ensure they remain up-to-date. As mentioned, they are also provided with many professional growth opportunities, ranging from on-campus staff PD days to off-campus seminars and conferences with other local educational agencies and professionals.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All of our teachers hold an EL authorization, which equips them to better work with our specific student demographics. In PD, we continue to evolve our strategies to better address our students' needs. In such sessions, we discover new books and online resources to better support our students' growth, both in their general academic development, and English language development. All staff receives on-campus and off-campus professional growth opportunities on how to create an effective, all-inclusive learning environment that encompasses all student needs. We offer a Newcomer class and Academic English class to provide intentional and additional support to our new English language learners. Aside from teaching basic language skills, we also implement computer literacy skills and cultural integration skills to help students succeed in their general classes and new city (and country to many). This allows them to better adapt to their current educational setting, as well as their new home. We've found an effective tool is involving the families on how to better equip their children to excel. In one of our PDs, a Parent/Teacher panel was scheduled and proved highly useful in offering insight on the parents' journey to America, struggles with the English language, and what a good learning environment for families/students still struggling with similar experiences would be. Furthermore, we invite community stakeholders to family meetings for their input.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We administer the MAP test upon their arrival, which assesses their current grade level and performance. We also assess current reading levels by administering the running records test. This information allows us to appropriately place the students in a grade level that will support their instructional growth.

### **Title III Programs and Activities**

#### **ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Based off of their performance, we place students in either Newcomers, Academic English, or Individualized Math classes. These are additional support classes to enhance student learning. We also provide students with the opportunity to attend before and after school tutoring, and we place volunteers and teacher assistants into classrooms to work one-on-one with students that require extra help. During winter and spring breaks from school, students receive the opportunity to attend/participate in either an EL Intensive camp, which offered additional academic support or Peace Camp, for children that have experienced trauma and need extra emotional support. In the summer, we encourage Summer Learning, where students are given the opportunity to practice English, Math, and Reading.

### **English Proficiency and Academic Achievement**

#### **ESSA SECTION 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

In addition to placing students in either Newcomers, Academic English, or Individualized Math classes, we also provide students with the opportunity to attend before and after school tutoring, and we place volunteers and teacher assistants into classrooms to work one-on-one with students that require extra help. Then, at the start of every new unit in a class, the teachers' review which standards they're covering, allowing an assessment of the current grade level and how students are

progressing accordingly. In addition, we analyze student learning in our PDs in order to brainstorm new ways of engaging any learners who aren't reaching academic standards and to ensure no students are falling behind. Our goal is to ensure all students meet or exceed current grade-level academic standards based off of the Common Core standards.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

With the assistance of our school counselor, we will continue to enhance partnerships with local community colleges and universities in San Diego, to expose our students to higher education opportunities. In addition, we will continue to provide our students with dual-enrollment opportunities, covering the costs associated with any college classes they enroll in while attending City Heights Prep. To continue community engagement, we will partner with local translation services, resettlement agencies, UPAC, clinics, and libraries. In addition, we will continue to seek out and develop relationships with local agencies that will bring extracurricular services to our campus, including literacy programs, bike programs, and computer-building programs. All students will be given access to an individual laptop, equipped with programs, apps, and resources to support their academic learning and digital literacy skills. At the end of the year, students are asked for feedback and that data is reviewed to make good adjustments for the next school year.