

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	University Preparatory Academy Charter
CDS Code:	43 10439 0113431
LEA Contact Information:	Name: David Porter Position: Executive Director Email: dporter@upatoday.com Phone: 408-759-5726
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$6473463
LCFF Supplemental & Concentration Grants	\$339688
All Other State Funds	\$871622
All Local Funds	\$231940
All federal funds	\$176509
Total Projected Revenue	\$7,753,534

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$7788790
Total Budgeted Expenditures in the LCAP	\$1,000,000
Total Budgeted Expenditures for High Needs Students in the LCAP	\$525000
Expenditures not in the LCAP	\$6,788,790

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$545000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$575000

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$185,312
2020-21 Difference in Budgeted and Actual Expenditures	\$30,000

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

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David Porter

Executive Director

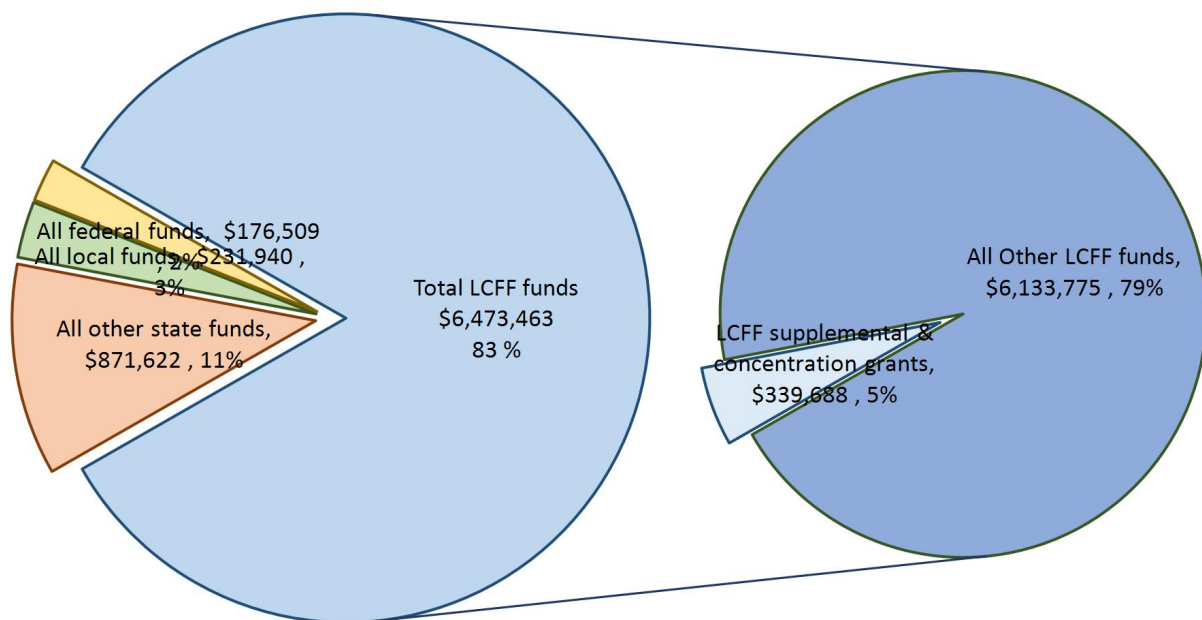
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2021-22 School Year

Projected Revenue by Fund Source



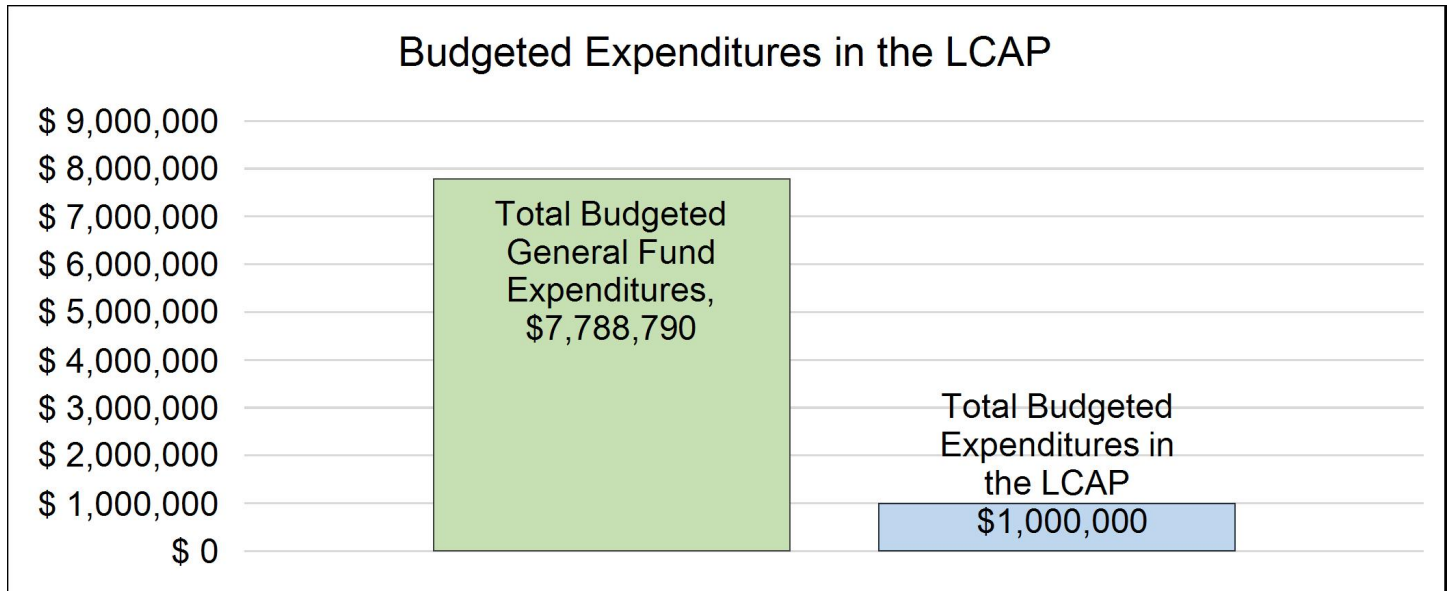
This chart shows the total general purpose revenue University Preparatory Academy Charter expects to receive in the coming year from all sources.

The total revenue projected for University Preparatory Academy Charter is \$7,753,534, of which \$6473463 is Local Control Funding Formula (LCFF), \$871622 is other state funds, \$231940 is local funds,

and \$176509 is federal funds. Of the \$6473463 in LCFF Funds, \$339688 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much University Preparatory Academy Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

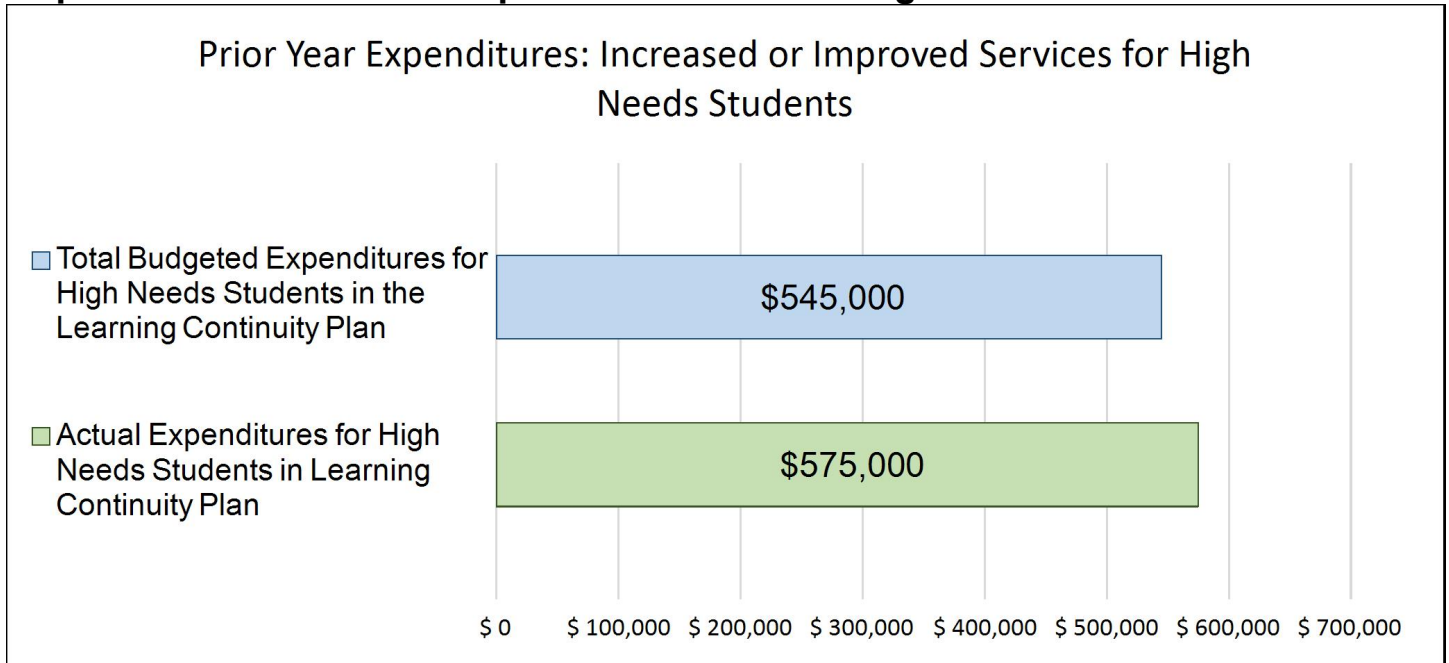
University Preparatory Academy Charter plans to spend \$7788790 for the 2021-22 school year. Of that amount, \$1,000,000 is tied to actions/services in the LCAP and \$6,788,790 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, University Preparatory Academy Charter is projecting it will receive \$339688 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory Academy Charter plans to spend \$525000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what University Preparatory Academy Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what University Preparatory Academy Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, University Preparatory Academy Charter's Learning Continuity Plan budgeted \$545,000 for planned actions to increase or improve services for high needs students. University Preparatory Academy Charter actually spent \$575,000 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
University Preparatory Academy Charter	David Porter Executive Director	dporter@upatoday.com 408-759-5726

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

Goal 1

Provide greater Academic support for all students, especially EL students

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
- Local Priorities: UPA Strategic Plan to eliminate the Achievement Gap

Annual Measurable Outcomes

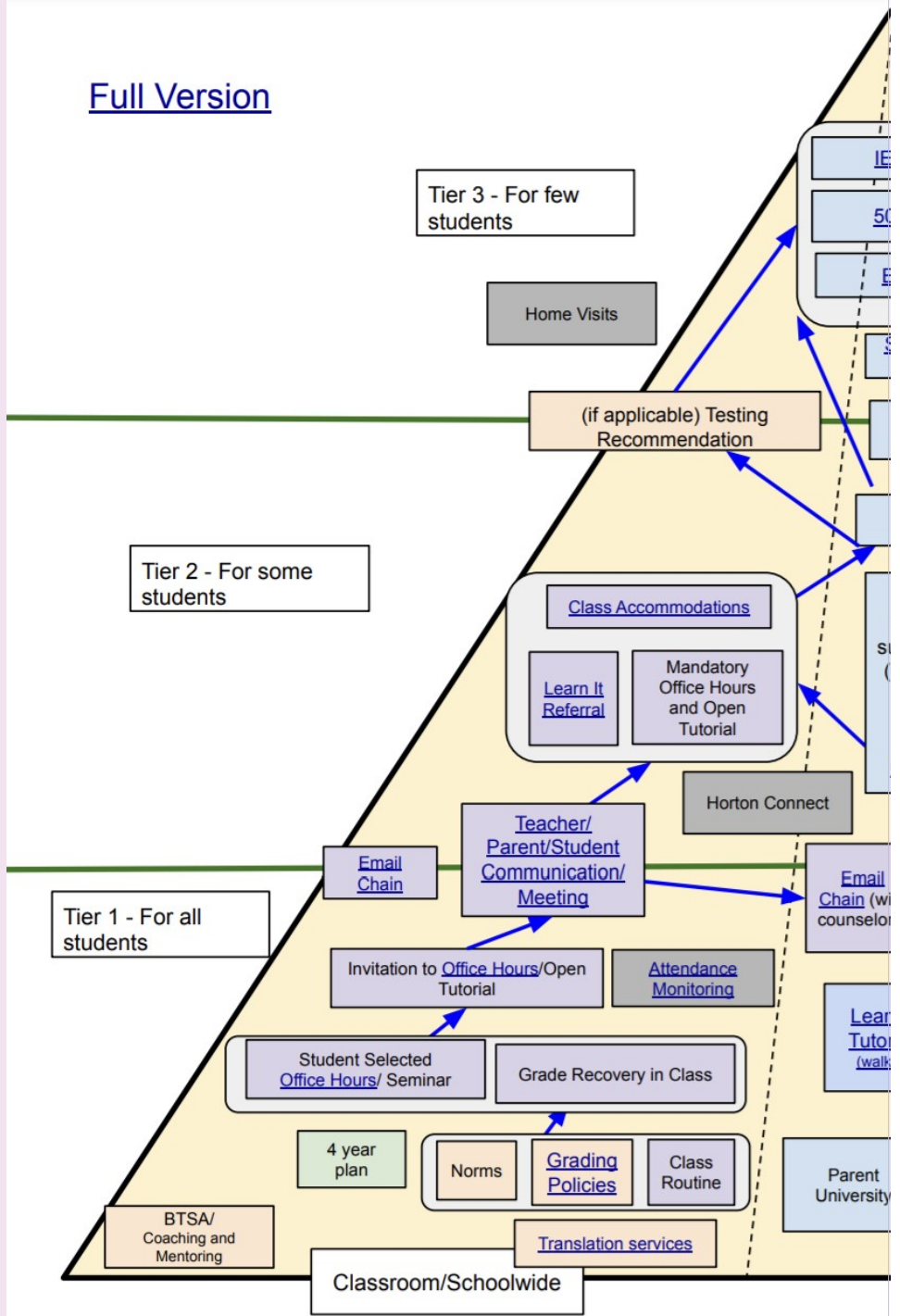
Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none"> 1. Identify students for Math and English support classes and begin instruction by the first week of school. 2. For 2017-18, 60% of the students in the English and Math support classes will earn a C or better in their math 1 and English 9 classes. For 2018-19, 65% of the students in the English and Math support classes will earn a C or better in their math 1 and English 9 classes 3. Identify students to be assigned to advisory period tutorials called, "Academic Excellence Success Program (AESOP)". 4. Report achievement data on AESOP students to teachers at the end of each marking period 5. 70% of the students enrolled in Support and AESOP programs will pass their grade level English and Math courses with a grade of "C" or better. 6. By the end of semester 1, 50% of the students will no longer need support and will be exited from the programs. 7. 70 % of the EL students will earn a grade of "C" or better in their core English and Math classes and 80% of the limited English proficient students will be reclassified to fluent English proficient status 	<p>Metric/Indicator Response</p> <ol style="list-style-type: none"> 1. Expanded Math and English Support classes to offer independent-grade level support courses in both subjects for grades 7-9 2. In 2020-2021 85% of students in support classes received a passing grade. 3. AEOSOP was cancelled in 2019 4. AEOSOP was cancelled in 2019 5. AEOSOP was cancelled in 2019 6. AEOSOP was cancelled in 2019 7. In 2021 60% of EL students passed their English and Math classes and 40% of students were redesignated <p>19-20 Response</p> <ol style="list-style-type: none"> 1. In 2020 85% of students passed their AP exams with a 3 or higher 2. SAT and PSAT were suspended in 2020-2021 school year. The CSU and UC systems indicated that SATs will not longer be a key to acceptance. UPA does plan to offer the SAT on campus in the fall of the 2021-2022 school year 4. An EL case manager position was created in the 2020-2021 school year and 100% of EL students of and ILP 5. 40% of EL students were redesignated in 2021

Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. Provide support so that 83% of AP students will pass their AP exams with a score of 3 or better 2. Increase the number of students taking the SAT/PSAT over the 2018-19 baseline to include all students in grades 8, 9, 10 and 11. 4. Continue writing Individual Learning Plans for EL students 5. 60 % of EL students will be redesignated 6. 80% of the EL students will score 3 or better in the ELPAC assessment. 7. Continue the use of the e-learning program, Edgenuity, in the English and Math support classes 8. 60% of the students enrolled in the English and Math Support classes will show growth as measured by the NWEA MAP assessment. 9. Implement MTSS (Multi-Tiered System of Support) framework as part of strategic effort to meet the needs of our population, especially low socioeconomic students and English Learners. <p>Baseline</p> <ol style="list-style-type: none"> 1. Currently, the support classes are implemented by the end of the first marking period. 2. Achievement data has not been compiled and made available to program teachers. 3. Students enrolled in the program stay in the programs for the school year. 4. A daily record of students attending the tutorial center is not maintained. 5. Currently 50% of EL students are redesignated. 6. The percentage of EL students earning a grade of "C" or better in their English class is 78% and in their Math class is 50%. 	<ol style="list-style-type: none"> 6. 82% of EL students scored a 3 or better on the ELPAC assessment 7. Edgenuity has expanded to include English, Math, Science, Social Science, and Art 8. Due to distance learning NWEA assessments were only taken once in the 2020-2021 school year 9. MTSS is fully implemented at UPA

Expected

Actual

Full Version



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue with the following At Risk services to students and incorporate into the Schools Multi Tiered System of Support (MTSS) in subsequent years:</p> <ol style="list-style-type: none"> 1. Identify at risk Students by the 2nd week of school and establish a Personal Learning Plan (PLP) for each at risk student. 2. Continue monitoring student progress and include at least 2 face to face parent- teacher conferences to report out to parents on the progress of their student. 3. Continue offering the 7th and 9th grade Summer Math Literacy Institute and offer summer school make-up courses to all qualifying students and students who have fallen behind in graduation credits 4. Continue the use of Edgenuity e-prescriptive learning program for identified at risk students. 5. Implement the Multi Tiered System of Support (MTSS) to better organize and deliver tiered intervention services to at risk students based on their individual need. 	<p>Classified Salary to staff the Media/tutorial center after school.</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students needing help and support. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,000</p> <p>Hourly overtime for preparing Personal Learning Plans for "at Risk Students", monitoring, and conducting parent teacher conferences</p> <p>This service is targeted to special populations, but may also be granted to other students who are considered At Risk 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,000</p> <p>Summer Math/Literacy Institute</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.</p>	<p>Media Center and Tutorial services continued in the 2019-2020 school year and then moved to a distance learning model in the 2020-2021 school year 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3000</p> <p>The move to distance learning and hybrid learning changed this model. An outreach specialist was hired to help monitor and connect at risk students with resources, set up parent teacher conferences, and provide general nutritional support 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$61,000</p> <p>3 cohorts or 75 students were enrolled in the summer bridge and math/literacy institute in the summer of 2021. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$11,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$9,500</p> <p>Summer School make up for high school "At Risk" students.</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$7,000</p> <p>Edgenuity e-prescriptive software for students with low math skills, includes staff training.</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk.</p> <p>4000-4999: Books And Supplies LCFF \$31,300</p> <p>Not Applicable Not Applicable</p> <p>Increase the number of PSAT /SAT test takers by funding all students in grades 8,9,10 &11.</p> <p>This service is targeted to special populations, but may also be granted to other students who</p>	<p>Summer school was expanded, due to Covid learning loss, to provide multiple offerings in every subject area. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$32,000</p> <p>Edgenuity was expanded to provide students more opportunities to mitigate learning loss relating to distance learning. 4000-4999: Books And Supplies LCFF \$42,000</p> <p>SAT was discontinued due to the pandemic. PSAT was only offered to a small cohort that met COVID CDE/CDPH guidelines in the fall of 2020 0000: Unrestricted LCFF \$2500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>want to take the PSAT/SAT test. 1000-1999: Certificated Personnel Salaries LCFF \$9,000</p> <p>.4 FTE for Support classes in English; .4 FTE for Support classes in Math and .2 FTE for the student "GROW" program.</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk. 1000-1999: Certificated Personnel Salaries LCFF \$93,093</p> <p>NWEA Assessment - MAP Student Licenses</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk. 4000-4999: Books And Supplies LCFF \$4,000</p>	<p>Support classes was expanded to include .6 in English and .6 in Math. Grow has continued at a .2 1000-1999: Certificated Personnel Salaries LCFF \$128,000</p> <p>NWEA services have continued and will be expanded in the upcoming school year. In the 2020-2021 school year a year end assessment was given to grades 7-9 in Math, English and Science 4000-4999: Books And Supplies LCFF \$5200</p>
<p>Provide Academic Support for English Learners</p> <ol style="list-style-type: none"> 1. Continue writing Individual Learning Plans for EL students 2. Monitor academic progress and report to parents at face to face meetings with parents 	<p>.2 FTE Certificated Salary for EL class</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$20,600</p>	<p>EL course was replaced with a EL coach on a TOSA release. Teacher provided ILPs for students, provided mentoring and support, and parent teacher conferences 1000-1999: Certificated Personnel Salaries LCFF \$31,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Development of Personal Learning plans for EL students- Hourly Overtime certificated @ \$44.00/ Hr 1000-1999: Certificated Personnel Salaries LCFF \$500</p> <p>Certificated time allocated for monitoring of EL students and redesignation conferences. 1000-1999: Certificated Personnel Salaries LCFF \$500</p>	<p>Incorporated in the EL Coach position 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>Incorporated in the EL Coach position 1000-1999: Certificated Personnel Salaries LCFF \$0</p>
<p>Strengthen the school's Culture of Accountability by:</p> <p>1) Providing more training to staff, once in the fall and spring, on the use of Performance Matters, A student data integrated platform that houses student achievement information, demographics, attendance and discipline data.</p> <p>2) Using the trainer of trainer model, continue providing additional training to staff on the use of Edgenuity prescriptive e-learning Program for students in English and Math support classes.</p>	<p>Purchase of annual student licenses for PowerSchool Analytics (performance Matters)</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students.</p> <p>4000-4999: Books And Supplies LCFF 6,000</p> <p>Training for PowerSchool Analytics 5800: Professional/Consulting Services And Operating Expenditures LCFF 500</p> <p>Implement the Multi Tiered System of Supports to deliver improved services to targeted students to include EL students, At Risk students and Low socio economic students. Year 1 of the implementation is to</p>	<p>Implemented PowerSchool Analytics. System has failed to operate properly and will be replaced by Illuminate in the 2021-2022 school year 4000-4999: Books And Supplies LCFF \$6000</p> <p>Training completed in the 2019 Summer. no ongoing costs 5800: Professional/Consulting Services And Operating Expenditures LCFF \$0</p> <p>Director of Special Programs position has been refined to include MTSS, IEP, EL, and 504 students in one place 1000-1999: Certificated Personnel Salaries LCFF \$99,000</p>

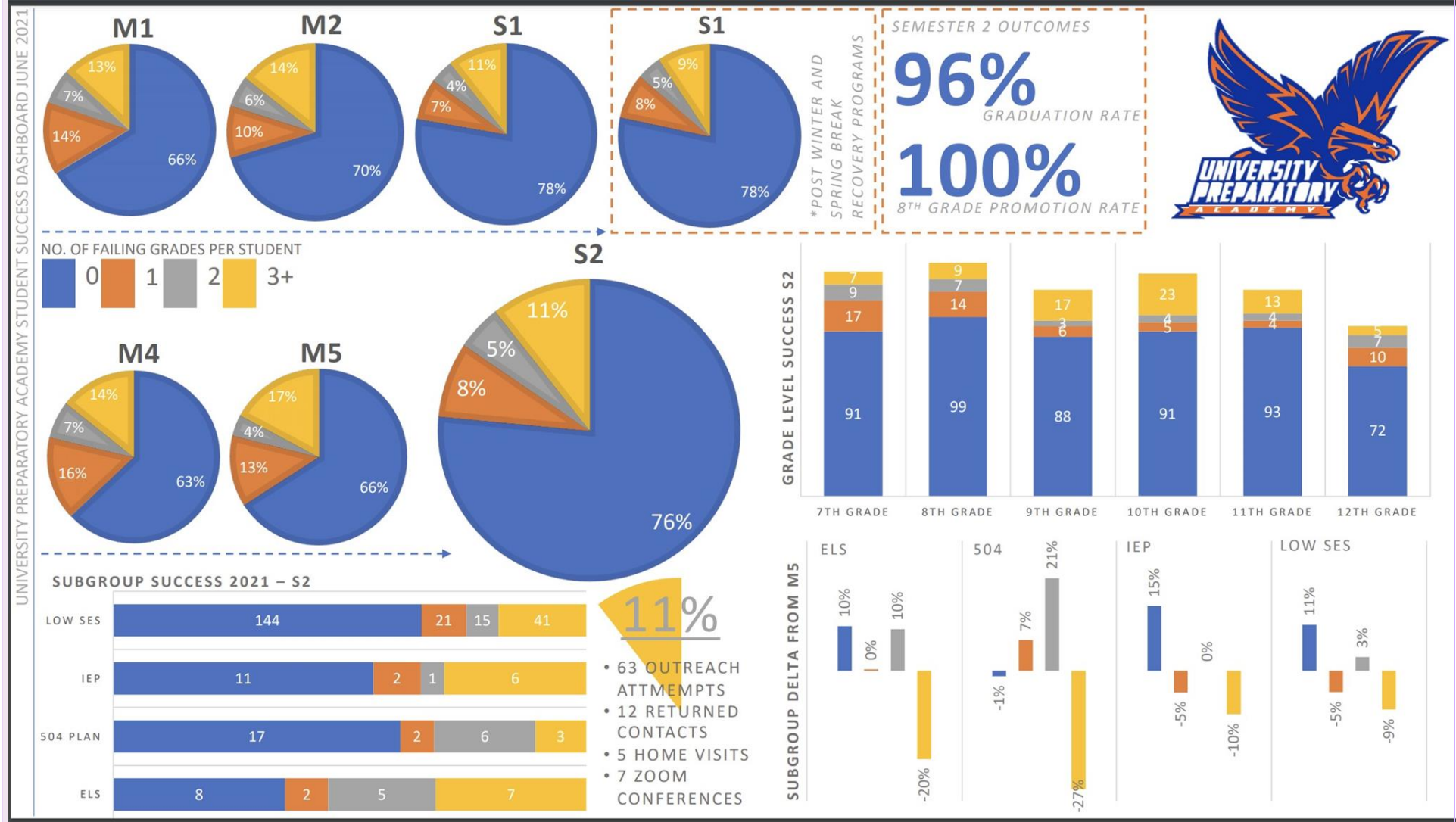
Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>include:</p> <ol style="list-style-type: none"> 1. Appoint a .8FTE administrator to provide leadership and coordination to the MTSS program. 2. Define criteria for students fitting into MTSS levels 1, 2 and (12 Hrs. @ \$44./Hr.) 3. Create a flow chart indicating support services by MTSS level 1,2 and 3 levels of service (12 Hrs. @ \$42./Hr.) 4. Establish indicators of success (school-wide and department-wide) when do we use it? how do we use it? (12 Hrs. @ \$42./Hr.) 5. Organize translation services for non-English speaking parents whose students are in the MTSS support programs (12 Hrs. @ \$42./Hr.) 6. Create electronic templates to be used in creating a Personal Learning Plan (PLP) for identified students. 7. Create a PLP for MTSS student level 2 and 3. (16 Hrs. @ \$44./Hr.) 8. Write procedures for conducting Student Study Team meetings and share with the entire staff at the first PD meeting (25 Hrs. @ \$42./Hr.) <p>While the actions and services are targeted to students in the unduplicated count, these</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	services may also be granted to other students who are considered At Risk. 1000-1999: Certificated Personnel Salaries LCFF \$95,034	

Goal Analysis

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

Distance learning was a definite challenge for our unduplicated populations and they struggled compared to their peers. The outreach efforts with the EL Case manager, the creation of the support services specialist doing outreach, the expansion of edgenuity and summer school has led to increases and definitely mitigated learning loss.



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

The key challenges during hybrid and distance learning was being able to stay connected with our unduplicated students. Once students moved from distance learning to hybrid learning, we saw growth in our key focus groups (as seen in the image). We will see more growth with the conclusion of summer school and the resulting success in the inclusion of the next data dashboard.

Goal 2

Improve the school's curriculum offered to students and update school safety plans.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none"> Increase the number of students, taking AP courses by 20% over the 2016-17 school year. Increase student access to AP courses by implementing AP courses for 2017-18 that all students are required to take. Implement practical courses into the school's master schedule on annual basis. The number of courses offered and the students enrolled in the Career Tech pathway. <p>19-20</p> <ol style="list-style-type: none"> Conduct an annual review/revision of the school's safety plan consistent with new legal, and law enforcement requirements, as well as technical advancements Issue periodic reports to the school Board on the status of school safety 	<p>Metric/Indicator Response</p> <ol style="list-style-type: none"> Since 2017 there has been a 33% increase in students taking AP courses. Since 2017, AP Psychology has been added and a Sociology course elective was added to support the AP Psych course. In 2020-2021, AP Chemistry was added to the course selection for students. In 2019, as mentioned above, Sociology was added along with Marine Biology PLTW courses grew in popularity among students up to the 2020-2021 school year where we saw the decrease of 2 sections in the engineering side. We have an increase of 1 section in engineering at the start of the 2021-2021 school year <p>19-20 Response</p> <ol style="list-style-type: none"> A comprehensive safety plan was adopted during the 2019-2020 school year and has been updated and adopted in the spring of each year Regular reports by the Director of Student Services has been made at every board meeting during the 2019-2020 school year. The pandemic and resulting distance learning reduced the report to cover attendance since behavioral reports were non-existent

Expected	Actual
<p>Baseline</p> <ol style="list-style-type: none"> 1. The number and percent of students taking AP courses in 2016-17 is 211 and 54% 2. UPA does not have any AP course that all 10-12 grade students are required to take. 3. UPA did not implement any fun or practical courses in the school's 2016-17 master schedule. 4. Prior to the start of this initiative, the school did not offer any programming courses and Media Graphic courses; however, the school has offered Yearbook and Journalism courses to students. 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provided the availability of staffing and classroom space, offer more elective courses that meet student interests</p> <ol style="list-style-type: none"> 1. Annually survey students to determine level of interest in electives, practical courses (that will assist students in college life) and AP courses 2. Introduce into the school's master schedule electives, practical courses, and AP courses provided the availability school facilities/classrooms and funding. 	<p>Practical courses for advisory classes including AP prep classes 1000-1999: Certificated Personnel Salaries LCFF 3,000</p> <p>SAT Prep class</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students needing help and support.</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF 25,000</p> <p>.2 FTE for AP Capstone .4 FTE for AP Government and Politics .2 FTE Sociology elective</p>	<p>Not implemented. 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>Not Implemented - lack of student interest 5800: Professional/Consulting Services And Operating Expenditures LCFF \$0</p> <p>AP Capstone was dropped due to lack of student interest. AP Government has continued and Sociology has increased to 2</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>These courses are intended to provide greater access to AP classes for students in the unduplicated count; however, other students needing to satisfy AP graduation requirements may also enroll if room permits. 1000-1999: Certificated Personnel Salaries LCFF 73,066</p>	<p>sections or 0.4 FTE 1000-1999: Certificated Personnel Salaries LCFF \$75,600</p>
<p>Continue marketing and populating the school's engineering program, Project Lead The Way by providing greater exposure on campus, seeking community internships and offering the PLTW diploma (graduation diploma designation)</p>	<p>.6 FTE for computer programming- courses requested by students and are consistent with the school initiative to provide more technology courses 1000-1999: Certificated Personnel Salaries LCFF 38,500</p> <p>.2 FTE Journalism teacher 1000-1999: Certificated Personnel Salaries LCFF \$18,934</p> <p>1.0 FTE Media Graphics course 1000-1999: Certificated Personnel Salaries LCFF \$81,675</p> <p>Qualtrics survey software license for perception surveys 5000-5999: Services And Other Operating Expenditures LCFF 4,500</p> <p>Marketing Project Lead the Way (STEM Program) to students especially female students 1000-1999: Certificated Personnel Salaries LCFF 500</p> <p>Not Applicable Not Applicable</p>	<p>Fully implemented 1000-1999: Certificated Personnel Salaries LCFF \$41,500</p> <p>Fully implemented 1000-1999: Certificated Personnel Salaries LCFF \$18,934</p> <p>Fully implemented 1000-1999: Certificated Personnel Salaries LCFF \$81,675</p> <p>School received a grant for the Healthy Kids Survey and is shifting to that metric for gauging student input and perception. 5000-5999: Services And Other Operating Expenditures Locally Defined \$0</p> <p>Fully Implemented 1000-1999: Certificated Personnel Salaries LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Purchase needed safety equipment identified by the Director of Business and Operations to include:</p> <ul style="list-style-type: none"> * School fencing in the 201920 school year * 3 year phase of a school wide intercom system. 	<p>Safety/security consultant to visit the campus for additional recommendations and produce a report for the Executive Director. 5800: Professional/Consulting Services And Operating Expenditures LCFF 1,500</p> <p>Revise the hard copies of the safety plan for the school administration. Revise the classroom safety handbooks. 4000-4999: Books And Supplies LCFF 3,500</p> <p>Purchase Security Fencing for the school campus</p> <p>6000-6999: Capital Outlay LCFF 100,000</p>	<p>Fully Implemented 5800: Professional/Consulting Services And Operating Expenditures LCFF \$1700</p> <p>Fully Implemented 4000-4999: Books And Supplies LCFF \$4000</p> <p>Fully Implemented 6000-6999: Capital Outlay LCFF \$81,725</p>

Goal Analysis

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

During the 2020-2021 school year funds were allocated to technology systems such as Schoology, Panopto, Zoom and other platforms in order to create a seamless and interactive learning environment. Safety money was allocated to provide staff and students with PPE, hand sanitizer, one-way pathways and other supports to reduce the spread of Covid-19. Staff were provided with bonuses in response to the extra hours they had put into their efforts.

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

Most of this goal was implemented fully before distance learning. New goals around school climate and student safety have been developed and implemented in the 2021-2022 LCAP.

Goal 3

Improve Basic services to teachers and students to enhance and facilitate teaching and learning. These services are to also include training and professional development so teachers can implement strategies to support targeted disadvantaged students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Teacher Recruitment Plan

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none"> 1. Submit an annual report to the Board indicating: <ul style="list-style-type: none"> • Number of hard copy textbooks purchased by course, edition and whether on-line resources for the textbook were also purchased. • E-Textbooks purchased by course and edition. • Status of departmental textbook purchase rotation. 2. Number of courses/classrooms that have a class set of textbooks and a textbook, hard copy or electronic, for each student. 3. A science lab modernization plan developed by a consultant and Director of Business and operations. 4. Faculty and student satisfaction surveys regarding upgraded science lab facilities indicating 80% satisfaction with the lab facilities and 70% of the students reporting that the upgraded facilities are useful, helpful and facilitated their learning 5. Number of known vacancies by March 15, the number of job fairs attended and the number of "job boards" where vacancies posted. 6. Total number of candidates recruited for known vacancies and the total number of hires after May of each year 7. Number of professional growth activities participated in by new and returning teachers 8. Number of professional development activities and training's focused on classroom strategies to support targeted disadvantaged students. 	<p>Metric/Indicator Response</p> <ol style="list-style-type: none"> 1. Online resources for every subject area and textbook have been adopted and added to the annual report to the board. Distance learning has made that a mandatory action 2. Electronic resources and textbooks are available for every student. Technology increases due to distance learning have closed the digital divide including: 1:1 chromebooks, hotspots, and financial assistance to students who need reliable internet 3. The original 2 science classroom modernization were completed for the 2020-2021 school year. A third classroom "UC Davis" was added and completed for the start of the 2021-2022 school year 4. The WASC mid-cycle report highlighted the staff and student satisfaction with the classroom modernization, but listed classroom "MIT" as having internet issues. 5. The UPA teaching staff have been at 100% for the 2019-2020 school year, the 2020-2021 school year and the 2021-2022 school year 6. We have seen record numbers of candidate in every position 7. Professional development opportunities on site have been expanded during the 2020-2021 school year. Off-site PD opportunities were curtailed due to the pandemic 8. The focus of the 2020-2021 PDs were focused on the technical aspects of distance learning and the adaptive aspects of culturally responsive pedagogy. <p>19-20 Response</p> <ol style="list-style-type: none"> 1. The teacher recruitment/selection process was completed at the start of the 19-20 school year 2. UPA has partnered with SV/SCNTP to provide both new teacher training and culturally responsive pedagogy support.

Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. Updated teacher recruitment/selection process procedures 2. Updated the school's Professional Development plan for teachers to include a number of activities focusing on classroom strategies for teachers and a review of the UPA Multi tiered System of Support (MTSS). <p>Baseline</p> <ol style="list-style-type: none"> 1. In 2016-17, the number of textbooks purchased by course and edition totaled 350, the number of courses that have textbooks and e-resources as part of the textbook was 12, and the number of courses/classrooms that have a hard copy textbook for each student and a classroom set was 6. 2. Pictures of labs showing crowded conditions, lack of cabinetry for storing equipment and projects and student work stations ill equipped for conducting science experiments. 3. Currently, teacher vacancies are determined in late April-mid May. 4. UPA posts teacher vacancies in only one job board and attends only one career fair each year. 5. It is typical, to have only about 3 credentialed and qualified candidates available from which to select for interviews. Most hiring is done in June and early July of each year. 6. Local professional development activities and new teacher support are implemented for new teachers; however, other professional growth activities are not made available to new teachers. 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Upgrade Science Labs and provide professional development time for collaboration.</p>	<p>Upgrade the Biology and Chemistry science labs 6000-6999: Capital Outlay LCFF 70,000</p> <p>Provide professional development and collaboration time for certificated staff on effective teaching strategies for "At Risk" students</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk. 5000-5999: Services And Other Operating Expenditures LCFF 5,000</p>	<p>Completed in the spring of 2020 6000-6999: Capital Outlay LCFF \$72,300</p> <p>UPA has partnered with SV/SCNTP to provide both new teacher training and culturally responsive pedagogy support. 5000-5999: Services And Other Operating Expenditures LCFF \$9100</p>
<p>Hire and retain quality, caring teachers and provide adequate collaboration and training time for their professional growth.</p> <ol style="list-style-type: none"> 1. Recruit teachers as per the plan developed in the previous year. 2. Continue offering teacher support, coaching and collaboration time for teachers 3. Review/revise as appropriate the school's teacher recruitment/selection process 	<p>Fees to attend job fairs The actions are focused on recruiting the best teachers, especially with skills to teach unduplicated students and provide these new teachers with high level professional development so they will be effective in delivering instruction to special populations.</p> <p>While the services are targeted to teach students in the unduplicated count, these services may also be granted to other students who are considered At Risk.</p> <p>5000-5999: Services And Other</p>	<p>Job fairs were shut down during the 19-20 and 20-21 school years. One virtual job fair was held in 2021 at no cost to the school. 5000-5999: Services And Other Operating Expenditures LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Operating Expenditures LCFF \$2,000</p> <p>Purchase of teacher recruiting materials and supplies 4000-4999: Books And Supplies LCFF \$1,500</p> <p>1.2 FTE for new teacher support and for coaching and mentoring of core teachers of special populations</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk. 1000-1999: Certificated Personnel Salaries LCFF \$106,900</p>	<p>Recruiting materials have not been utilized or needed as of yet 4000-4999: Books And Supplies</p> <p>New Teacher support was reduced to 0.8 at the start of the 19-20 school year. OT was established for the BTSA coach in the 2020-2021 school year 1000-1999: Certificated Personnel Salaries LCFF \$87,000</p>
<p>1. Continue purchasing a class set of hard copy texts for classrooms</p> <p>2. Continue purchasing electronic versions of the text for students if available</p> <p>3. Continue purchasing the electronic/on line resources for students of the textbooks if available</p>	<p>Purchase updated textbooks, included the purchase of books for implementation of NGSS 4000-4999: Books And Supplies LCFF \$120,000</p> <p>Purchase e-textbooks and on line resources 4000-4999: Books And Supplies LCFF \$21,500</p>	<p>Completed in the fall of 2019 4000-4999: Books And Supplies LCFF \$81,900</p> <p>Ongoing costs 4000-4999: Books And Supplies LCFF \$42,000</p>
<p>Conduct at least 4 professional development activities focusing on effective classroom strategies to support English Learners and targeted disadvantaged students</p>	<p>Contracting with trainers to deliver professional development and training</p> <p>While the actions and services are targeted for all teachers as they all teach English Learners and other students who are considered At</p>	<p>UPA has partnered with SV/SCNTP to provide both new teacher training and culturally responsive pedagogy support. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Risk. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$4,000	

Goal Analysis

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

A third science classroom was completed in the spring of 2021. A major allocation of funds were moved to cloud based technologies (Chromebooks, hotspots) and services including online resources due to the movement to distance learning.

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

The school was able to transition quickly to distance learning and still keep a focus on culturally responsive pedagogy. The challenge will be to continue the innovation and creativity when school returns to in person in the fall of 2021

Goal 4

Improve School Climate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none"> Through the use of a survey, 80% of the students using wellness services will report that the service is necessary and useful. Increase the number of competitive sports programs over the baseline Increase the number of days that the gym will be open during lunchtime for intramural sports By the beginning of the 2nd month of school, hold a club day for student recruitment 75% of 7th and 9th graders who participated in the WEB/Link Crew program will report a 70% satisfaction rate with the program. Maintain a calendar listing of activities conducted during school lunch hours. 70% of the students will report that the activities have been successful. In a survey administered by the counseling team, at least 65% of the 11th and 12th grade students will respond favorably about the school's college and career counseling services. 	<p>Metric/Indicator Response</p> <ol style="list-style-type: none"> The attached image shows a dramatic increase in students seeking out mental health services over other methods of referral. This is a great indicator that students are seeking out services and staying with them UPA has expanded sports to include JV boys and girls basketball and volleyball. UPA held intramural sports 4 days per week during the 19-20 school year. During hybrid learning, intramurals were held after school in the gym and during school outdoors. Student club days have been well attended during the 2019-2020 school year with a 25% increase in club sign-ups. The data during distance learning was higher by 2%. More than 85% of 7th grade students found WEB orientation welcoming and helpful. 80% of students agreed their academic lesson and mentor days were helpful, engaging, or fun. 86% of students say that WEB leaders and orientation has helped them get used to UPA (3 month survey). 75% of 9th grade students found the orientation helpful to them. Approximately two thirds of students enjoyed their mentor day. Half agree they found Link helpful to their transition to UPA (3 month survey).

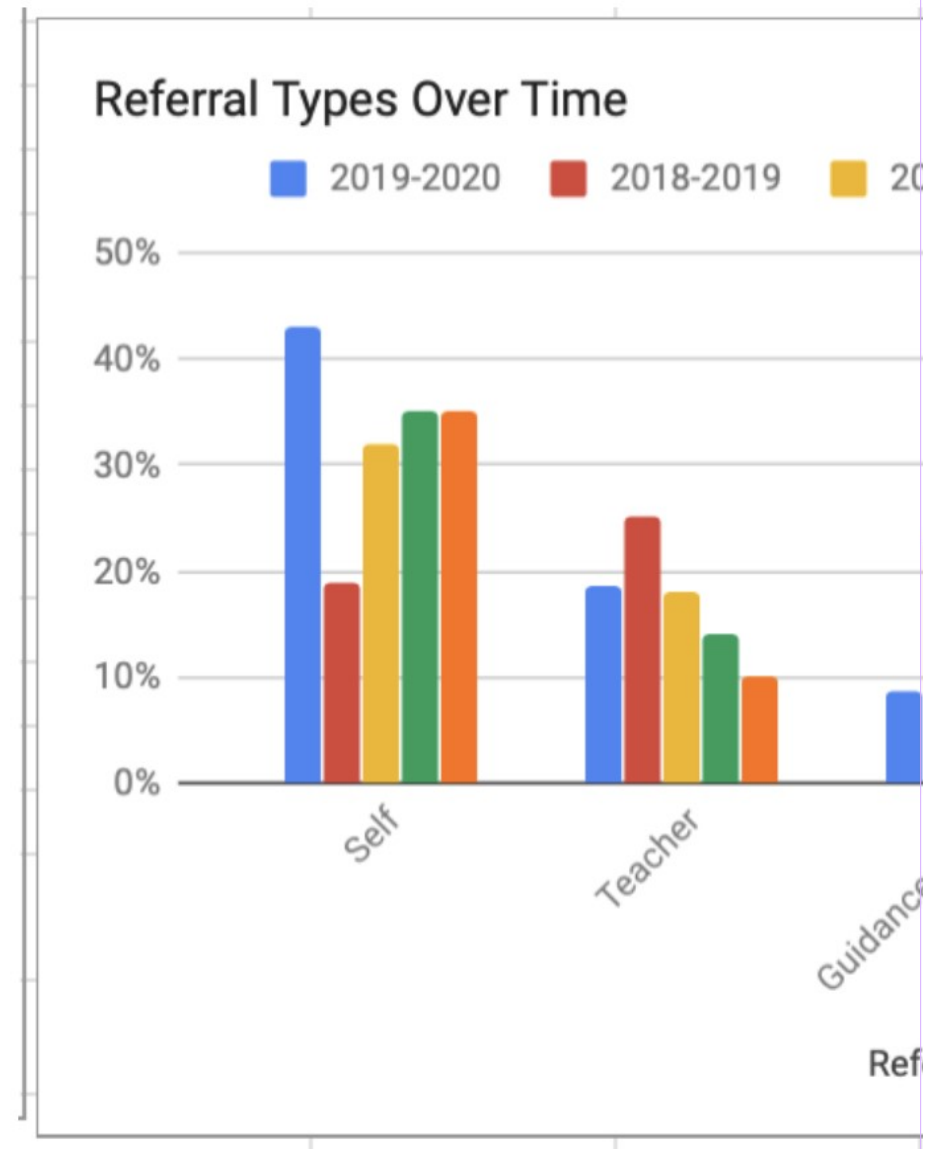
Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. Increase enrollment in the course for at risk students, Raising Expectations & Honor by 20% over the 2018-19 school year. 2. Improve the school's lunchtime activity program by: <ul style="list-style-type: none"> • increase by 50% the number intramural sports activity days * Maintain the number of club days as in school year 2018-19. 3. By the start of 20-19-20, publish a set of norms that address teacher "turnaround time" for corrected homework, tests, quizzes, and other schoolwork. 4. Increase the 12th grade counseling time. 	<ol style="list-style-type: none"> 6. The calendar has been posted on both the website and in weekly updates via schoology. Participation in events and satisfaction surveys were not conducted due to distance learning 7. College and Career counseling satisfaction surveys were not conducted due to COVID, but the WASC mid-cycle survey highlighted counseling services as a plus. <p>19-20 Response</p> <ol style="list-style-type: none"> 1. RESH demonstrated a 20% growth for the 19-20 schoolyear and students, when given the opportunity, chose to stay part of the program. RESH was cut back during the pandemic and will rebuild in the 21-22 school year 2. Covid and distance learning has put this goal out of reach and will restart in the fall of 2021 3. Norms are now part of each teacher's syllabus 4. 12th grade counseling has increased to a .6 FTE counseling position

Expected

Baseline

1. Establish 2017-18 surveys as the baseline for reporting usefulness of the wellness program
2. The current number of competitive sports program totals 9.
3. Club day is held on September 16, 2017. A total of 12 clubs participated in this event.
4. In 2016-17, 85% of the students who participated in Web Link/Crew reported that the program is successful by a rate of 70%
5. Using the 2016-17 perception survey as a baseline, measure the level of parent and student satisfaction with teacher feedback time and show an improvement of 5% each year over the baseline.

Actual



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Maintain the student wellness program hours of service as in school year 2018-19.</p> <p>2. Continue student support /safety staffing up to 5:00 PM each day</p> <p>3. Maintain the school's lunchtime activities program to include club recruitment days, carnival days and Intramural sports 3 days / week</p>	<p>Wellness counselor</p> <p>While the actions and services are targeted to special populations, these services may also be granted to other students needing help and support.</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$31,000</p> <p>Staff the media center, 8 hours each day for tutoring, student research, college and career information.</p> <p>While the actions and services are targeted to students in the unduplicated count, these services may also be granted to other students who are considered At Risk or need tutoring to pass their classes.</p> <p>2000-2999: Classified Personnel Salaries LCFF \$32,000</p> <p>Increase enrollment in the course Raising Expectations and Honor by 20% over the 2018- 19</p> <p>This services are targeted to students in the unduplicated count, but may also include a few students who are considered At Risk.</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$30,000</p>	<p>Completed and ongoing 1000-1999: Certificated Personnel Salaries LCFF \$32,028</p> <p>Completed and ongoing 2000-2999: Classified Personnel Salaries LCFF \$28,000</p> <p>Completed and stabilized 5800: Professional/Consulting Services And Operating Expenditures LCFF \$31,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Extra time for certificated staff supervising intra mural sports activities during lunchtime. 4000-4999: Books And Supplies LCFF \$2,000	Completed and ongoing 4000-4999: Books And Supplies LCFF \$5000
	Web/Link Crew student peer mentor program now in its 5th year of operation at the school. Will no longer list as an action as it is fully implemented. Not Applicable Not Applicable 0 Web/Link Crew (peer student mentoring) training for new staff that will be joining the team as advisors. 1000-1999: Certificated Personnel Salaries LCFF \$ 4,000	Two new staff members were added in 2021 1000-1999: Certificated Personnel Salaries LCFF \$4500
<ol style="list-style-type: none"> 1. Review/revise school norms regarding "turnaround time" for feedback to students on assignments, homework, quizzes and tests. 2. Revise if necessary, the teacher recruitment procedures 	Summer workshop time for a team of teachers to develop norms 1000-1999: Certificated Personnel Salaries LCFF \$1,200	Completed Not Applicable Not Applicable \$0
Improve school to home communications by expanding the UPA parent Institute	Not Applicable LCFF Extra time for certificated staff to conduct the Parent University and to provide translating services. This institute is intended for parents of students in the unduplicated count; however, the school will not deny this parent training program to any parent needing help and support for their	Completed and ongoing 1000-1999: Certificated Personnel Salaries LCFF \$5000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	student. 1000-1999: Certificated Personnel Salaries LCFF \$1,000	
<p>1. Increase counseling time to be implemented at the high school level. The increased counseling time is to be implemented at the 11th and 12th grades and also to track and monitor UPA students who have enrolled in a community college instead of a 4 year college and university.</p> <p>2. Revise as appropriate the document outlining counseling services at all grade levels. Share the document with Board for approval and share with parents.</p> <p>3. Hold at least two 11th and 12th grade level meetings (evening meetings with students and parents).</p> <p>4. Conduct focus group meetings with students to determine the level of satisfaction with the 11th and 12th grade counseling program</p>	<p>Increase counseling services by .2 FTE. The increased counseling time is to be implemented at the 11th and 12th grades and also to track and monitor UPA students who have enrolled in a community college (13th Grade) instead of a 4 year college and university.</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$20,000</p> <p>Extra time compensation for counselors and support staff to hold grade level meetings with parents.</p> <p>The grade level counseling meetings are focused on parents of students in the unduplicated count; however, the school will not prevent any parent who wishes to attend.</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$2,500</p>	<p>Counseling services were increased by 1.0 between 2018 and 2021. Grade 13 counseling was discontinued to due financial guideline constraints 1000-1999: Certificated Personnel Salaries LCFF \$85,000</p> <p>Counselors are provided with 80 hours of extra duty pay to hold grade level and parent outreach meetings 1000-1999: Certificated Personnel Salaries LCFF \$7500</p>

Goal Analysis

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

Goal 4 funds far exceeded the adopted budget. The increase in funding was based on developing needs due to learning loss recovery from distance learning. Key investments were in counseling and counseling related services.

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

Many of the goals action items have been completed and the 21-22 LCAP indicate new goals and outcomes. The key challenge in increasing mental health counseling and academic counseling is ensuring that there is awareness of the increased services and targeting those services at the most vulnerable populations. The addition of a counseling tech in the fall of 2021 will help to target key demographics and students.

Goal 5

Develop a plan to fully implement the new Next Generation Science Standards by 2019-20 (NGSS).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>19-20 Complete year 2 of the action plan leading to full implementation.</p> <p>Baseline</p> <ul style="list-style-type: none"> 1. In 2017-18 the science department was using the older science standards. 2. The Science Department has attended NGSS "roll out" training 3. The Science Department meets on some mornings to review and apply best practices 4. A common lesson plan format has been adopted with hyperlinks that enables teachers to build lesson plans in a step by step manner with performance expectations by grade level and science area. 	<p>Goal 5 Completed in 2020</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Implement year 2 of the NGSS action plan:</p> <p>A) Schedule department dates throughout 2019-20 to address major steps of the action plan</p> <p>B) Conducting NGSS curriculum research</p> <p>C) Reviewing and revising science curriculum maps and pacing guides based on previous years experience</p> <p>E) Review and rewrite course descriptions based on previous years experience</p> <p>2. PD coordinator and Science team design NGSS implementation PD activities for year 2</p> <p>3. Science Department to determine additional instructional materials needs and assessments over year 1</p> <p>4. Administration & Science Department review/revise the science department achievement dashboard</p>	<p>Certificated extra time for summer workshops and collaboration during the school year 1000-1999: Certificated Personnel Salaries LCFF \$10,000</p>	<p>Completed in 2020 Not Applicable Not Applicable \$0</p>

Goal Analysis

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

A third science classroom "UC DAVIS" was added in the summer of 2021. Increased sections of 7th grade science, 8th grade science, and Biology will decrease class size and allow more time for students to demonstrate their understanding.

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

The completion of this goal has created space for the schoolsite to develop a new goal - as seen in the 2021-2022 LCAP.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased Counseling by 0.4 FTE to improve outreach to students and families	\$50,000	\$85,000	Yes
Additional 1.0 FTE to hire an onsite support teacher for struggling students and monitor distance learning	\$61,500	\$61,500	Yes
Additional 1.0 FTE to hire a Support Services Technician to provide outreach and home visits for struggling students in increase supervision during hybrid learning	\$61,500	\$61,500	Yes
Adoption of Schoology as the singular learning management system	\$0.00	\$12,000	Yes
Provide laptops, hotspots, and webcams for families requiring technology for distance learning	\$27,500	\$41,000	Yes
Procure Panopto for live-streaming of classrooms and searchable zoom and class recordings	\$12,500	\$12,500	Yes
Procure Zoom license for live streaming	\$12,500	\$12,500	No
Purchase and install webcams for live-streaming in every classroom	\$12,500	\$12,500	No
Develop consistent expectations for late-work, returning student work, and updating the gradebook regularly	\$0.00	\$0.00	No
Create an attendance policy that requires students to log in at the start of a period and stay logged in throughout the lesson	\$0.00	\$0.00	No
Remove any asthmagenic or ammonium based cleaners from daily use	\$0.00	\$0.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Support ASB, clubs, and school-wide activities to help create a school-wide culture and a sense of belonging	\$0.00	\$0.00	Yes
Extended Professional Development to train staff on new distance learning strategies, technology training, and preparation for distance and hybrid learning	\$37,000	\$41,000	Yes
Increase the quantity and access of PPE (cloth masks, disposable masks, gloves, face shields, lab coats, and hand sanitizer)	\$23,000	\$12,000	No
Install outdoor hand washing stations and stand-alone hand sanitizing stations	\$7,500	\$7,500	No
Install Covid-19 hygiene and social distancing signs, one-way signs, and entry exit signs	\$5,000	\$5,000	No
Provide monthly Covid-19 on-sight testing	\$37,000	\$28,000	No

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

Increases in the counseling from a .4 to a .6 saw an increase in costs for counseling. There was a significant increase in expenditures on Schoology - mostly for overtime to pay teachers to learn the new LMS. Increases in technology included more Chromebook than initially needed. The decrease in PPE expenditures were due to state and county allocations that were not originally planned for. Decreases in Covid testing were due to the number of staff getting vaccines before the school year was out.

Analysis of In-Person Instructional Offerings

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

The key challenges was preparing for and transitioning to hybrid learning in the spring of 2021. Prior to that, the entire school was in distance learning except for a cohort of identified students that had struggled with distance learning in the past.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased Counseling by 0.2 FTE to improve outreach to students and families	\$25,000	\$25,000	Yes
Additional 1.0 FTE to hire an onsite support teacher for struggling students and monitor distance learning	\$61,500	\$61,500	Yes
Additional 1.0 FTE to hire a Support Services Technician to provide outreach and home visits for struggling students in increase supervision during hybrid learning	\$61,500	\$61,500	Yes
Adoption of Schoology as the singular learning management system	\$0.00	\$0.00	Yes
Provide laptops, hotspots, and webcams for families requiring technology for distance learning	\$27,500	\$42,000	Yes
Procure Panopto for live-streaming of classrooms and searchable zoom and class recordings	\$12,500	\$12,500	Yes
Procure Zoom license for live streaming	\$12,500	\$12,500	Yes
Purchase and install webcams for live-streaming in every classroom	\$12,500	\$12,500	Yes
Develop consistent expectations for late-work, returning student work, and updating the gradebook regularly	\$0.00	\$0.00	Yes
Create an attendance policy that requires students to log in at the start of a period and stay logged in throughout the lesson	\$0.00	\$0.00	Yes
Extended Professional Development to train staff on new distance learning strategies, technology training, and preparation for distance and hybrid learning	\$37,000	\$37,000	Yes

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

No major discrepancies in the budgeted and actuals

Analysis of the Distance Learning Program

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

The current student population of UPA is 700 students, grades 7-12, and at any given moment, we have 50 staff members on campus. The campus is broken down into four distinct areas: The Learning Center (made up of 12 classrooms and one staff area), The Horton Center (made up of 6 classrooms, two offices, one large common area used for break, lunch and band classes, and a lobby used for food distribution), The Family Life Center (made up of 7 classrooms, all admin offices, public-facing hall, one general use room, and a gymnasium), and two outdoor spaces (an open area in front of The Horton Center, and a seldomly used amphitheater located behind The Learning Center). As students and staff move from one classroom to the next, they must travel through indoor hallways, stairwells, exit, and enter buildings. The average class is shared by two teachers and holds an average of 28 students. The average distance between students in the classroom is 12-18". Most classrooms have only one point of entry and exit. Each building is equipped with gender-specific multi-stalled bathrooms, multiple water fountains, and two or more points of ingress and egress. Between classes, 600-700 students and approximately 25 staff use the common pathways. During break and lunch, students can pay for ala carte food in The Horton Center, and a free Grab-n-Go is available in the upstairs area of The Family Life Center. The location of the food delivery systems moves students towards The Horton and Family Life Centers as well as the outdoor space in front of both buildings. During break and lunch, students can be found in hallways, classrooms, open spaces, outdoor spaces, and the gymnasium. Students are allowed to move freely between these spaces during the unstructured times of the day. Before and after school, students are dropped off on both sides of The Horton Center and in front of the lobby of the Family Life Center.

Preparing the campus requires the redistribution of people and movement to establish and enforce the safety distancing protocols during all aspects of the day.

Preparation of Hallways and Entrances

Hallways and stairwells will become one-way pathways. Directional signs will be placed on stairways, hallways, and floors to reinforce the student movement. Doorways will also be restricted to entrance or exit only (except emergency egress or after school hours).

Preparation of Food Areas Energy Bar

- o Open during break and lunch

- o Provides ala carte food for sale

- o Social distancing guides/signage will be paced out from the point of purchase to the entry door

- o Stanchions marking the line and exit

- o Build infrastructure for a card and phone-based purchases Grab-n-Go
 - o Open before school and at break and lunch

 - o Provides free milk, grain, and fruit

 - o Social distancing guides/signage will be paced out from the point of sale to the entry door

 - o Stanchions marking the line and exit

 - o Add a counter and personnel to hand out food Hot Lunch
 - o New for 2020

 - o Provides hot lunch option for all students

 - o Offers a free or reduced lunch for those that qualify

 - o Move food delivery to the outside of the Horton or the ticket booth

 - o Social Distancing guides/signage paced out from the point of sale to the entry door

 - o Stanchions marking the line and exit

 - o Add a counter and personnel to hand out food Horton Youth Center
 - o Add new microwaves and spread out into 4 locations

 - ? Social distancing guides/signage will be paced out from the point of sale to the entry door

 - ? Stanchions marking the line and exit

 - o Tables will be limited to six students per table Hallways
 - o Students will not be allowed to eat or stay in halls during break or lunch

 - o Students may not wait in the hallway for their class to start; they will need to enter the class upon arrival Classrooms
 - o Students may, with the teacher's approval, eat lunch in a classroom

 - o The teacher must be present at all times for students to use the space Preparation of Outdoor Areas
- To create the most social distancing possible, students will not be allowed to eat or wait in the hallways before, between classes, at the break, at lunch, or after school. Students will be allowed to be in classrooms with no more than twelve students per room, use the

Horton Auditorium with a maximum of six students per table, or outdoors. Below is a map that marks the allowable outdoor spaces. To maximize space, common areas will be demarcated to allow for no more than 30 students in a space at any given time. Outdoor social areas are outlined in red. The outdoor tape will be used to indicate outdoor social areas. Except for handicap parking, all other parking stalls will be closed off to allow for more outdoor social space.

Preparation of Classrooms

Currently, each classroom is designed to maximize the number of students and staff. The average class size is approximately 28 students, with a minimum of 7 students and a maximum of 45 (PE Courses). When school resumes on August 13, two distinct scenarios are possible: A regularly scheduled school year with all students attending school daily or a hybrid approach where students are to attend school every other week with only half of the students on campus on any given day. The indicator for which preparation will follow is based on CDPH and SCCDH guidelines and expectations.

Preparation for regularly scheduled school with daily attendance will require:

- o Classroom doors shall remain open during the start and end of class to limit unwanted contact with surfaces

- o Deep cleaning and disinfection of all floors, walls, windows, and flat surfaces.

- o Maximizing space between students by removing any non-student furniture such as

- ? Lounge furniture

- ? Bookcases

- ? Supply tables

- o Preparation for a hybrid model will require:

- ? Deep cleaning and disinfection of all floors, walls, windows, and flat surfaces.

- ? Preparation for class sizes between 3 and 23 students

- ? Removal of any collaboration or large student tables (except for science lab furniture)

- ? Replacement of collaboration furniture with individual student desks

Daily Cleaning Protocols
Every classroom, doorway, office, or shared space has a varying number of people utilizing the area at any given moment. The risk of increased exposure due to cross-contamination increases without regular cleaning. The following protocols are to be followed daily

and adhered to by all employees of UPA.

Classrooms:

- Teacher wipes down desk and chair at the start of each day and after each period
- Teacher wipes down any shared spaces such as supply tables, bookshelves, or other furniture every period
- The teacher directs students to wipe down their desk and chair at the end of each period
- Doors are wiped down by UPA supervisors once per hour
- Aerosol Disinfectant applied each night
- Doors are wiped down each night

Doorways

- Classroom doors are wiped down every hour
- All entrances and exit doors handle, and push-bars are wiped down every hour

Offices

- Occupant wipes down their desk and usable space at the start and end of their shift
- Occupant wipes down their counter three times per day during their shift
- Occupant wipes down any table, chair or other area used by a visitor immediately after they depart the space (Occupant is advised to wear a disposable glove)
- Aerosol disinfectant applied each night
- Doors are wiped down each night

Shared Spaces

- UPA supervisory staff will wipe down any surfaces or handrails located in common areas such as stairwells, lobbies, or hallways.
 - Teachers or staff using the work area are responsible for wiping down their work area before they start work and after they finish
 - Staff should wipe down the access panel and paper printing area after using the copy machine or shared printer
 - Aerosol Disinfectant applied each night
 - Doors are wiped down each night
- Chemicals Used for Cleaning

All chemicals used by UPA are non-asthmagenic and approved by the FDA and CDC to be non-harmful and effective in eliminating Covid-19 from surfaces or in the air (in the case of the evening Aerosol)

- Daily Surface Cleaners – Hydrogen Peroxide, Tetrahydrofurfuryl Alcohol (organic), and Water
- Bathroom Cleaner/Deodorizer – Sodium Carbonate, Perlite, Bentonite, Sodium Hypochlorite, and Water
- Windows and Sneezeguards – Water, 2-Hexoxyethanol, Sodium Dodecylbenzene Sulfonate, Lauramine Oxide
- Aerosol Virucide (never used during school hours or when staff are on campus) –Isopropyl Alcohol, Sodium Carbonate, Water, and Sodium Dodecylbenzene Sulfonate.

Dedicated Quarantine Space

If a student or a staff member is reporting Covid-19 or flu-like symptoms and is exhibiting a high temperature, SF State (the small room next to the lobby) will be utilized for that individual. Students and staff using that space during open periods will be moved to the Horton Auditorium. After use, the room will be deep cleaned using the following protocols:

1. The blinds will be drawn
2. Two UV Lights will be brought in, and the room will be exposed to UV light for one hour (time is based on CDC guidelines)
3. A staff member in full PPE (gloves, facemask, and eye covering) will enter and wipe down all surfaces and doorways
4. The room will be closed until the aerosol disinfectant can be applied
5. The next morning a second round of UV light (30 minutes) will be applied and the space will be wiped down by a staff member

Inclement Weather

In the event of inclement weather, and students need to move indoors, we will ask students to spend their brunch or lunch in the class that they would go to after the free time.

The mission of UPA is to prepare students to succeed in college or university through the application of rigorous work and a supportive learning environment. That mission is still attainable with the impacts and changes to daily life due to Covid-19. While it is feasible, there must be adjustments to the instructional process both in-person and online to prevent the spread of Covid-19 or to prepare for potential school closures or small group quarantine. Daily instruction has to reflect increases in the use of technology as a tool to obtain content and apply skills as well as to demonstrate mastery of the content. Instructors will have to decrease their use of paper-based instructional materials and end the use of shared supplies unless a sterilization process can be established.

Universal Adjustments to Instruction

The University Preparatory Academy will be utilizing Schoology as the singular Learning Management System.

o Schoology allows for multiple of current technology platforms to integrate seamlessly into the teacher's portal. The result is a one-stop shop for students and families to find and connect to

the live-streaming experience, teacher created resources, lectures, and slide decks, third party activities, labs and modules.

o All assignments and directions/lesson plans (in-class or distance learning) will be published by the start of each lesson.

o Graded assignments must be entered into Schoology and given to the student within ten business days of the due date (an extension of five business days may be granted provided

notification is sent out to families)

o Daily assignments, projects, essays, or reports are to be submitted electronically

o Quizzes, exams, and other assessments may be done on paper.

Panopto will provide students with a live stream of the classroom experience at home

o UPA will be partnering with Panopto to provide a live in class experience

o A camera will be placed in each classroom that only focuses on the teacher, the white board, and the projected image and will ensure the privacy of students and will not show students in the

video.

o At the start of the lesson, the teacher will log into Vimeo and start the live stream

o Teachers will copy the link of the live event and place the hyperlink in the learning management system or the teacher can create a calendar invite that will have the link embedded

o Students will have the ability to watch archived classes for continuous tutoring opportunities

o Panopto allows for Zoom integration in order to create an interactive classroom During daily instruction, rooms should be organized to enforce:

o A six-foot social distancing space – if required by SCCDH and SCCOE

o A strict no-touching, no sharing policy

o Limitations to students moving around the room during the lesson

o Digital group work Not Sharing is Caring

- Teachers will be required to provide a list of supplies that each student will need for their class at the start of the year – for the entire year.

- Families will be asked to provide basic essentials such as pencils, pens, colored pencils or markers, paper, binders, calculators, backpacks etc...NOTE: If a family cannot provide those

items, UPA will provide them at no cost.

- Department chairs will compile the supply lists on a shared document by the end of the 2nd week of school, and UPA will begin ordering supplies.
- During the year, teachers will need to enforce the “no sharing” rule at all times throughout the day

Reinforcing and Teaching Covid-19 Protocols

- Teachers will be provided with lesson plans on virus prevention, protection, and response.
- Lessons will be taught mostly in seminar, but will also be taught in all other courses upon request.
- Teachers will need to reinforce all rules: Sanitizing hands upon entering, covering up when coughing or sneezing, not sharing, wiping down their desks and chair daily, and not lingering in the

hall before or after class.

- Teachers will ensure that students are aware of, and in compliance with, the current national, state, and local requirements for mask usage.
- At the end of each class period, teachers will stop their lesson to oversee the cleaning of the student work areas. Students will not be asked to clean another person's space.

Collaborative Learning Environments

- Teachers are encouraged to create collaborative learning opportunities for students as long as it is based on digital communication and shared documents or applications.
- Students will not be able to work on a project that requires shared supplies or violates the social distancing rules
- The digital collaborative group should be hosted by the LMS (learning management system) and monitored by the teacher and parent/guardian
- Science Labs can continue as long as students are following all lab safety protocols and:
 - o Not sharing equipment or school supplies

o Wearing disposable latex or plastic gloves

o Not making contact with their lab partner

o Lab groups should not be larger than three (this may require a rotating lab schedule) Alternative Learning Environments

- Teachers are encouraged to take advantage of non-traditional classroom spaces whenever possible, to create more social Distancing, and to stimulate creative thought.

o Outdoor Spaces – when using outdoor spaces, it is imperative that the staff complete the following protocols:

- ? Get approval from Andrew Yau about the use of an outdoor space
 - ? Notify Jan Rogers about the use of the amphitheater to make a reservation
 - ? Bring cleaning supplies
 - ? Students and staff must clean all areas of use before and after the instructional period
 - o Non-traditional spaces – Large indoor spaces
 - ? Request approval from the teacher using the space
 - ? Request approval from Jan Rogers to reserve and use the space
 - ? Bring cleaning supplies
 - ? Students and staff must clean all areas of use before and after the instructional period
- Homework/Distance Learning Guidelines
- Homework is a vital part of the learning experience and provides students continued practice
 - Homework shall only be assigned on the day of the class
 - Homework should be non-technology based. Meaning students should be assigned activities that are based on textbooks, novels, or other resources that helps a student continue learning
- without having to increase screen time.
- Homework Time Limits
- o Grades 7-8: No more than 20 minutes per period
 - o Grades 9-12:
- ? Non-AP Courses: No more than 30 minutes per period
 - ? AP Courses: No more than 40 minutes per period
- In the event that a class activity is not completed during the period and is assigned to be completed at home, then that assignment is considered homework. Teachers will not assign additional homework on the days that a class activity is asked to be completed at home. Individualized Education Plans

- UPA fully supports IDEA law and will actively work with each family to tailor the learning plan and the instruction to meet the needs of the student.
- The IEP Case Manager will complete several check-ins with the student during distance learning to ensure the student is receiving the services within the IEP.
- Students who receive support classes during the day will continue to receive those courses during distance learning
- IEPs will be conducted virtually during distance learning and will meet all required deadlines
- Students with IEPs will have the opportunity to study on campus in the Horton Auditorium with in-person support, but will still be participating in distance learning.

504 Plans

- UPA fully supports IDEA law and will actively work with each family to tailor the learning plan and the instruction to meet the needs of the student.
- The Director of Special Programs along with 1 counselor will help to oversee the implementation and monitoring of all 504 students
- 504s will be conducted virtually during distance learning and will meet all required deadlines
- Students with IEPs will have the opportunity to study on campus in the Horton Auditorium with in-person support, but will still be participating in distance learning.

Support for Struggling Students:

- Teachers will identify and reach out to students who are not participating in distance learning or struggling in class.
- If the teacher cannot make progress with the student, they will be referred to our support system
- Front office staff will attempt to reach out to the home to notify the family and to get the student back in the virtual or real classroom
- Students will also receive academic support from their counselor and be offered social-emotional support
- In the instances that the student is non-responsive, UPA will conduct a home visit
- Students who are struggling with distance learning will be provided the opportunity to study on campus in the Horton Auditorium with in-person support, but will still be participating in distance

learning.

As of July 17, 2020 the state guidelines for reopening have shifted to a new model. The guidelines from the Governor's office are to be released soon and in those guidelines is a key indicator about conditions for reopening. If a county is on the state's watchlist, we are to go into 100% distance learning. In order to move out of distance learning and into hybrid learning, the county has to remain off the watchlist for 14 consecutive days. The watchlist is made up of key indicators:

- Case Rate and Testing Positivity Rate
- Covid-19 Hospitalization Rates
- Limited Hospital Capacity for ICU care and available ventilators

Currently, Santa Clara County is on the watchlist and it is unclear as to how long it will be until we are off of the watchlist or if we will be able to remain off for 14 consecutive days. Being on the watchlist means that UPA will start the school year in 100% distance. For continuity sake, we will stay with distance learning at least through September 30th. At the start of September, we will review the county health data and either stay with distance learning or begin a staged process for hybrid in-class learning. The entire UPA community will be included in our reopening conversation. A key factor is ensuring the continuity of learning for our students.

The recent developments of our live-streaming capabilities and the requirement that we start the year with 100% distance learning, means that we can continue with our traditional block schedule. This also gives us the ability to keep the continuity of the 90 minute period when (if) we return to school in a hybrid model or a full inclusion model.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased Counseling by 0.2 FTE to improve outreach to students and families	\$25,000	\$25,000	Yes
Additional 1.0 FTE to hire an onsite support teacher for struggling students and monitor distance learning	\$61,500	\$61,500	Yes
Adoption of Schoology as the singular learning management system	\$0.00	\$0.00	Yes
Provide laptops, hotspots, and webcams for families requiring technology for distance learning	\$27,500	\$42,000	Yes
Procure Panopto for live-streaming of classrooms and searchable zoom and class recordings	\$12,500	\$12,500	Yes
Procure Zoom license for live streaming	\$12,500	\$12,500	Yes
Purchase and install webcams for live-streaming in every classroom	\$12,500	\$12,500	Yes
Develop consistent expectations for late-work, returning student work, and updating the gradebook regularly	\$0.00	\$0.00	Yes
Create an attendance policy that requires students to log in at the start of a period and stay logged in throughout the lesson	\$0.00	\$0.00	Yes
Extended Professional Development to train staff on new distance learning strategies, technology training, and preparation for distance and hybrid learning	\$37,000	\$37,000	Yes
0.2 FTE assigned as the English Language Development Coach.	\$37,000	\$37,000	No

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

No major discrepancies in the budget and the actuals

Analysis of Pupil Learning Loss

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

The end of year data presented in Goal 1 Analysis summarizes the the specific learning loss experienced at UPA during the 2020-2021 school year. A whole school view showed that 10% of the students had 3 or more failing grades (Defined as a D or F). In semester 1 78% of all students passed every course and that decreased to 76% for the second semester. The recovery efforts during the February and April breaks allowed students to make up first semester deficient grades and that impacted the overall by 2% (meaning that 76% of the students passed every course in the first semester). The summer recovery efforts should result in improved numbers for both semesters as we start the 2022-2023 school year. The main challenge we experienced with students who were not passing classes were the limitations of distance learning to keep students focused and producing work. We conducted over 300 outreach phone calls resulting in 63 follow ups, 12 ongoing follow ups, 5 home visits. 85% of the students who came back to school because of the outreach efforts were able to pass all of their classes. The challenges of helping our unduplicated students succeed at the same rate of their peers is an ongoing challenge. The good news is that the above actions resulted in increases in success rates for all subgroups.

Analysis of Mental Health and Social and Emotional Well-Being

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

UPA has conducted several student surveys as well as in person interviews of the the 700 students at UPA and several areas of mental health were identified as priorities to be addressed:

- Overwhelmed - students were feeling easily swamped by due dates, courses with major assignments due on the same day, or a lack of understanding of which activities to prioritize
- Procrastination - students described zoom classes where they would be distracted by other activities and a false sense of an ability to multi-task. The result was that students would then try to complete the classwork and the homework at the same time and that would lead to a sense of overwhelming
- Isolation/Loneliness - students felt this most widely and acutely. A sense of separation from the normal social structures they were used and a degraded ability to connect with friends and family. Many students were left at home during the school day and that left students feeling both isolated and alone.
- Depression - the sum total experience of anxiety, overwhelmed, and isolation. We saw a 70% rise in students self-diagnosing depression as a mental state
- Anxiety - the stress of the pandemic and their inability to solve or understand the scope of the world-wide problem as well as the sense of overwhelmed would negatively feedback to increase the anxiety.

Efforts to address mental health during the 2020-2021 school year

- Teachers adjusted lesson plans to provide more structure and daily outcomes to help give students more support in managing all of their work
- Our seminar courses used a platform called Eduguide that helped students to identify, explore, and provide context for their feelings.
- Virtual student activities - clubs, rallies, and dances
- Outreach - our support services specialist conducted many home visits and virtual meetings to help identify students who are struggling and get them connect to services
- Mental Health Counseling - UPA increased on-site and virtual mental health services by adding a second counselor.

Success during the 2020-2021 School Year

- Surveys over the year demonstrated that staff were checking in with students, trying to support their mental well-being, and to make adjustments to meet students where they were at
- Hybrid learning was the biggest boost to positive student mental health - the students who participated in hybrid and summer school showed massive improvements in their mental health.

Analysis of Pupil and Family Engagement and Outreach

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

Successes

- UPA held 10 Community meetings between the summer of 2020 and May of 2021. All meetings were virtual and average attendance was 250 participants.
- The Support Services Specialist was able to conduct over 300 outreach efforts in the 4 months she was part of the team
- Teachers held over 1200 hours of tutoring and after school support programs
- All 504 and IEP meetings and plans were reviewed and completed on time

Challenges

- The amount of information and the constant change caused some families to stop participating out of frustration
- Students and Families had moved out of the area during distance learning and that impeded their ability to fully participate
- Getting enough family engagement
- Families were suffering with Covid illness or death - getting that information was slow and inconsistent. Resulting in students struggling or suffering and not being able to help.

Analysis of School Nutrition

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

Successes

- UPA Partnered with Reaching Out food bank to provide family nutritional needs for any family in need, no matter their income status
- UPA also coordinated with San Jose Unified and East Side Union School Districts to ensure families that could not travel to UPA could get a school lunch in their community
- All UPA students in our hybrid program received free lunch through MyGreenLunch

Challenges

- The most difficult challenge was to convince families that the services were free and that there wasn't any strings attached

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Overall Analysis

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

Since closing the doors to in-person instruction on March 16th 2020 - UPA has been dedicated to creating a successful distance learning program. The transition to hybrid learning on March 15th, 2021 was another huge learning curve. A few truths bear out:

- 1) There are students who thrived in the distance learning model
- 2) Students who struggled in school continued to struggle in distance learning
- 3) Teachers are innovative in creating curriculum and self paced lessons both in person and online
- 4) Teachers ability to engage students was limited by the willingness of the student to turn on their computer screen and stay connected to the lesson
- 5) A majority of students needed greater executive functioning training on setting priorities, organizing work, and understanding how weighted grades work.

The 2021-2024 LCAP is a combination of pre-Covid concerns and a greater awareness of culturally responsive pedagogy and a renewed effort and continued ingenuity and creativity in the classroom.

Goal#1: Provide targeted support, intervention and advancement for UPA's unduplicated students. During distance and hybrid learning, UPA was able to see tremendous turnaround results for students who received personalized care, home visits, and continued support. While this goal highlights previous and ongoing struggles, the goal was improved by identifying and strengthening the supports in the classroom, after school, and through targeted interventions

Goal#2: Provide a safe and caring learning environment - Returning to the classroom has given UPA an opportunity to reset the stage for student daily life. COVID has helped to highlight the importance of socialization and community building at school. This goal builds off of the successes in students wanting to participate in extracurricular activities - including academic supports, clubs,

competitive clubs, sports etc... and extends their reach through targeted and purposeful actions. In addition to these connections, COVID identified the need for a more connected parent community.

Goal#3: Develop an Independent College and Career-Going Student Culture. COVID and reliance on technology demonstrated that students were much more capable of doing difficult and challenging tasks if you gave them ownership and authentic learning outcomes. Goal #3 was heavily influenced by this revelation - with the addition of Naviance (3 years ago) and the ability of students to take greater ownership of their learning outcomes it is natural that students will want to control more of their college going and career search learning. This goal provides those learning opportunities along with the scaffolding, coaching and counseling to help students and families create a 4 year plan and then monitor it's success.

Goal #4: Continue student academic growth as demonstrated in the CAASPP through the development, implementation, and monitoring of course level growth assessments. The 16 months in distance learning helped give UPA the impetus to review year end learning targets for each course and how those prepare students for the next level and/or university. The result is the development and support of pre-mid-post assessments that will help show students are learning the established content standards and skills. The result will be a continued growth on all standardized exams.

Goal #5: Create and provide enrichment for students to challenge themselves through opportunities to take on rigorous courses, either on-site, digitally, or through a local college. We saw two specific trends emerge during distance learning - a greater focus on how all students - especially disenfranchised groups - did not have access to community resources and a growth in the number of students wanting to continue to being exposed to college level coursework. Goal #5 takes on both - it creates more equity through the use of awareness campaigns and summer bootcamps as well as expanding AP courses in electives all while continuing to support students wanting to take community college courses.

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

UPA has great expanded it's ability to identify and assist students. Starting off, the summer school program was designed with learning loss in mind. Students who took summer school were given the opportunity to make up the areas of courses that they were unsuccessful and gain back previous success. 95% of all tested students completed the NWEA in English, Math and Science along with the annual CAASPP. This data will give us greater insight into learning loss beyond grade performance. Each course will not be offering a pre-mid-post assessment that will give us a critical and timely eye into students who might not be demonstrating growth before grades are finalized. Finally, UPA is instituting Data Days. At the end of each marking period, the students stay home and recover while the staff finalizes and analyzes grades. They will then use that data to adjust their curriculum and create new avenues for success. These processes will help us to track and proactively support struggling students.

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

All areas are aligned.

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

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

Two documents are added as attachments to the end of this report. In that document, there is an analysis of the goals from 2019-2020 and the 2021-2024 LCAP Snapshot which highlights the upcoming LCAP. In general there were 15 takeaways that were highlighted to influence the upcoming LCAP

- 1 Graduation Rates remained high, but there was a 2% drop during the 2020-2021 school year
- 2 Dropout rates remained at 0, but the number of 5th year seniors increased to 3 students
- 3 Unduplicated students continued to struggle when compared to their peers - based on grade level data
- 4 IEP students fared much better than 504 or EL students at the end of each semester due to more intensive intervention
- 5 Attendance remained above the LCAP funding goal of 97% with an ADA of 98.3%
- 6 There was a 25% increase in the need for student mental health counseling
- 7 There was a 45% increase in families requesting 504 status during the 2020-2021 school year
- 8 Teachers need more time and training on how to use data to drive instruction
- 9 Students and families need a secondary growth benchmark besides grades to monitor growth
- 10 Greater vertical alignment is needed in order to continue to pare down the number of content standards in order to deepen understanding
- 11 MTSS at UPA has structured and streamlined the support system for students - staff need more access and training on those supports
- 12 Staff need more time to analyze data and adjust curriculum
- 13 Culturally Responsive Pedagogy works as both a model for improved instruction but an effective use of staff professional development
- 14 Increased need of mental health services
- 15 Greater focus on community development

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,096,802.00	1,216,162.00
LCFF	1,075,302.00	1,109,162.00
LCFF Supplemental and Concentration	21,500.00	107,000.00
Locally Defined	0.00	0.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,096,802.00	1,216,162.00
0000: Unrestricted	0.00	2,500.00
1000-1999: Certificated Personnel Salaries	629,502.00	739,737.00
2000-2999: Classified Personnel Salaries	35,000.00	92,000.00
4000-4999: Books And Supplies	189,800.00	186,100.00
5000-5999: Services And Other Operating Expenditures	11,500.00	9,100.00
5800: Professional/Consulting Services And Operating Expenditures	61,000.00	32,700.00
6000-6999: Capital Outlay	170,000.00	154,025.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,096,802.00	1,216,162.00
0000: Unrestricted	LCFF	0.00	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF	611,002.00	696,737.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	18,500.00	43,000.00
2000-2999: Classified Personnel Salaries	LCFF	32,000.00	28,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	3,000.00	64,000.00
4000-4999: Books And Supplies	LCFF	189,800.00	186,100.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,500.00	9,100.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	61,000.00	32,700.00
6000-6999: Capital Outlay	LCFF	170,000.00	154,025.00
Not Applicable	Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	282,027.00	420,700.00
Goal 2	350,175.00	305,134.00
Goal 3	330,900.00	292,300.00
Goal 4	123,700.00	198,028.00
Goal 5	10,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$347,500.00	\$392,000.00
Distance Learning Program	\$250,000.00	\$264,500.00
Pupil Learning Loss	\$225,500.00	\$240,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$823,000.00	\$896,500.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$97,500.00	\$77,500.00
Distance Learning Program		
Pupil Learning Loss	\$37,000.00	\$37,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$134,500.00	\$114,500.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$250,000.00	\$314,500.00
Distance Learning Program	\$250,000.00	\$264,500.00
Pupil Learning Loss	\$188,500.00	\$203,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$688,500.00	\$782,000.00

The UPA Mission

The mission of University Preparatory Academy is to prepare students to enroll and excel in the best colleges and universities in the nation

5 Driving Goals

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Provide greater Academic support for all students, especially EL students	Improve the school's curriculum offered to students and update school safety plans.	Improve Basic services to teachers and students to enhance and facilitate teaching and learning. These services are to also include training and professional development so teachers can implement strategies to support targeted disadvantaged students.	Improve School Climate	Develop a plan to fully implement the new Next Generation Science Standards by 2019-20 (NGSS).

Identified Areas of Growth

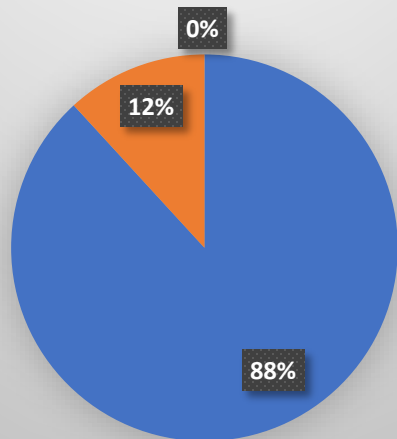
- Access to a college level curriculum for all students
- AP courses and access for all students
- High graduation rate
- All students go on to college
- Excellent performance on State assessments
- Very Low Drop-Out rate
- Outstanding student attendance
- Very low incidence of suspensions and expulsions

Identified Areas of Need

- Unduplicated students continue to lag according to their peer groups
1. ELA Assessments (CAASPP)
 - a. EL – 3.8 STD below peer groups
 - b. SED – 29.1 STD below peer groups
 2. Math Assessments (CAASPP)
 - a. EL – 43.6 STD below peer groups
 - b. SED – 10.7 STD below peer groups
 - c. Hispanic – 35.1 STD below peer groups

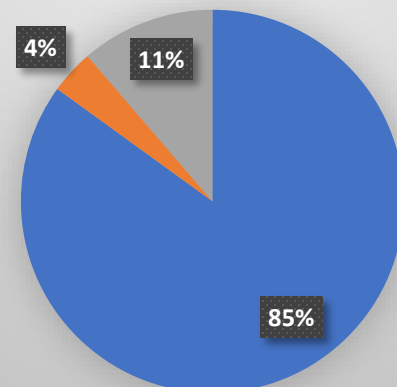
2019-2020 Revenue

■ LCFF (State Funding) ■ Other State Funds
■ Local Funds



2019-2020 Expenditures

■ Non-LCAP Expenditures
■ LCAP for Unduplicated Services
■ LCAP General Services



Key Questions for Follow Up

- | | |
|---|--|
| <ul style="list-style-type: none"> • What are the “other state funds?” Is it one time or recurring income streams? • Total LCAP budget stated on overview does not match breakdown of costs as stated in goals. Does this need to be correct? | <ul style="list-style-type: none"> • How do goals 2,4, and 5 help support targeted areas of need? • What measurement tools will be used to assess growth within Identified areas of need? • How well do stakeholders know the LCAP goals? |
|---|--|

Goal 1: Provide greater Academic support for all students, especially EL students

**Action 1: Identify, monitor at risk students. Expansion of extended school year support (summer school).
Implementation of Edgenuity**

Actions	Expenditures
<ul style="list-style-type: none"> SOP Team identifies potential students SOP Team monitor identified students and provide Edgenuity and SST supports Parent-Teacher conferences Summer bridge for incoming 7th Grade students Summer Math and Literacy support for grades 8 and 9 Implement Edgenuity 	<ul style="list-style-type: none"> OT for Tutoring <ul style="list-style-type: none"> General Tutoring Center AP Tutoring OT for SOP, SST and Parent-Teacher meetings Summer School Salaries Edgenuity licenses and support materials

Action 2: Implement an ELD Language Arts course. Develop a learning plan for each student. Monitor academic progress and report out to parents during 2nd and 5th marking periods.

Actions	Expenditures
<ul style="list-style-type: none"> ELD Teacher and coordinator to teach and support Academic progress reports (electronically and hard copy) Outreach to struggling student families by the academic support program personnel 	<ul style="list-style-type: none"> EL Salary for 0.4 FTE Counseling OT to develop learning plans OT for teacher outreach and Parent-Teacher meetings

Action 3: Teacher training on using data to drive instruction. Implementation of Edgenuity to improve student outcomes in English and Math

Actions	Expenditures
<ul style="list-style-type: none"> Implement the use of PowerSchool as a data support for staff Edgenuity training for staff 	<ul style="list-style-type: none"> PowerSchool license and support materials Training for Admin and counselors

Identified Areas of Growth

Identified Areas of Need

<ul style="list-style-type: none"> Increase in GPA <ul style="list-style-type: none"> 1% increase in students earning 2.0 or higher CAASPP Increase by 1% in Math and English scores 	<ul style="list-style-type: none"> Decrease in GPA <ul style="list-style-type: none"> Average GPA dropped to 3.18 from 3.30 ELPAC struggles <ul style="list-style-type: none"> 14 of 21 students scored a 3 or higher
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Related Support Activities

- SST Meetings
- At Risk Parent University
- Grade Level Teacher Greetings
- Posted Teacher Office Hours
- After School Tutorial

Key Questions for Follow Up

<ul style="list-style-type: none"> What was the AESOP program? Why was it dropped? Who is on the SOP team? How does it work? How many Students are served? What was the impact? Who attended 2019 summer school? What is Edgenuity? How are we measuring its success? What are the user rates and completion rates? How have EL students done with the ELD coordinator and support? 	<ul style="list-style-type: none"> What do the learning plans look like, how are they implemented and reviewed, what is the impact of the learning plan? What are the user rates of PowerSchool? How have staff utilized data so far to improve educational outcomes for students? How involved are students in the data discussion? What has the turnout been for tutoring (either during after school or teacher office hours)?
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Goal 2: Improve the school's curriculum offered to students and update school safety plans.
Action 1: Increase students taking AP courses. Build in more student choice into course selection. Provide more AP Capstone courses to prepare students for post-high school experiences.

Actions	Expenditures
<ul style="list-style-type: none"> • Create a student survey to identify potential new course offerings • Introduce a new 7/8 Multimedia Arts course • Introduce a new AP Capstone Research course • Continue with SAP Prep Course 	<ul style="list-style-type: none"> • .6 FTE Salary for AP Capstone Research Course • .4 FTE Salary for AP Government and Politics

Action 2: Increase student pathways for Journalism/Multimedia/Career Tech as well as increase participation in Project Lead the Way

Actions	Expenditures
<ul style="list-style-type: none"> • Create a cohort of Journalism, Multimedia, and Yearbook courses • Continue marketing Project Lead the Way for both Engineering and Biomedical Sciences 	<ul style="list-style-type: none"> • .4 FTE Salary for Computer programming • .4 FTE Salary for Journalism • 1.0 FTE Salary for Multimedia Arts • School License for Qualtrics (survey tool) • OT to develop Journalism, Multimedia, and Yearbook Cohort

Action 3: Increase campus safety through the development and implementation of a school safety plan and improve physical safety equipment campus-wide

Actions	Expenditures
<ul style="list-style-type: none"> • Audit current school safety protocols and procedures • Rewrite the school safety plan • Install a remote door lock system, security cameras, and safety bars 	<ul style="list-style-type: none"> • Currently have a bid to develop a safety plan • Remote Doorlock system • Ipads for security cameras • Safety bars purchased

Identified Areas of Growth
Identified Areas of Need

<ul style="list-style-type: none"> • Increases in students taking AP Courses • Increased interest in Journalism and Multimedia Arts • Implementation of security cameras and door locks. 	<ul style="list-style-type: none"> • SAT Prep Course was not successful • Not all student requests for electives were supported
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Related Support Activities

- Audit of school safety by Howard Jordan
- Yearbook as an after-school club

Key Questions for Follow Up

<ul style="list-style-type: none"> • Was the AP Capstone Research Course implemented? What were the results? • What is the NCS (National Clearing House) data telling us about students post high school? • How is the Grade 13 counseling program going? • What is the enrollment in Project Lead the Way? • What is the interest in completing the cohort for Journalism, Multimedia and Yearbook or just 2/3? 	<ul style="list-style-type: none"> • How has Project Lead the Way and the cohort been scaffolded to support targeted students? • What did the safety audit result in? • Were the safety bars installed? • What is the current safety plan look like? Is there a safety committee to review the plan and implementation? • NWEA Assessments, how are they used?
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2019-2020 LCAP Goal #3

Goal 3: Improve Basic services to teachers and students to enhance and facilitate teaching and learning. These services are to also include training and professional development so teachers can implement strategies to support targeted disadvantaged students.

Action 1: Continue upgrades to science facilities

Actions	Expenditures
<ul style="list-style-type: none"> • Improve casework, student workstations • Professional development for unduplicated student supports 	<ul style="list-style-type: none"> • Casework and workstations for science classrooms • Books and supplies to support new science spaces • Training for EL coordinator to train staff on supporting unduplicated students

Action 2: Hire and retain a high quality teaching staff. Annual teacher recruitment. Teacher support through coaching and mentoring.

Actions	Expenditures
<ul style="list-style-type: none"> • Annual teacher recruitment and selection • Mentor coaching, new teacher training, department meetings and lead teachers visit teachers. 	<ul style="list-style-type: none"> • Fees to attend job fairs • .6 FTE Salary for new teacher support (especially for Core teachers of special populations)

Action 3: Provide online and hardcopy textbooks for students

Actions	Expenditures
<ul style="list-style-type: none"> • Purchase new hardcopy and online texts books for <ul style="list-style-type: none"> ○ Biology ○ World Geography ○ 8th Grade US History ○ Economics 	<ul style="list-style-type: none"> • Purchase new textbooks and replenish old or missing texts

Action 4: Professional development on classroom strategies to support unduplicated students

Actions	Expenditures
<ul style="list-style-type: none"> • Admin team focused on MTSS (multi-tiered system of supports) 	<ul style="list-style-type: none"> • Contract for MTSS training

Identified Areas of Growth

Identified Areas of Need

<ul style="list-style-type: none"> • Purchase of online textbooks for students • High quality teachers were hired • Saved \$50,000 in construction costs 	<ul style="list-style-type: none"> • Professional development for staff on classroom strategies • Were not able to purchase class sets of textbooks
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Related Support Activities

- Potential teachers have been interviewed
- Textbook inventory has been completed
- Construction plan for science classrooms has been approved

Key Questions for Follow Up

<ul style="list-style-type: none"> • Is there training to support the new science equipment to implement science by inquiry and the new NGSS? • How as the EL coordinator staff training gone for the 2018-2019 school year? Does that person need more supports? • Can we expand job searches to specific outreach to colleges? I.e. teachers as coaches? • Do we have use reports for online textbooks? 	<ul style="list-style-type: none"> • How would we measure effect PD around supporting unduplicated students?
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Goal 4: Improve School Climate

Action 1: Expand the student wellness program. Extend the media center hours to 5:00 PM. Expand the competitive sports offerings. Maintain the school lunchtime activities.

Actions	Expenditures
<ul style="list-style-type: none"> Expand the wellness program by 20% Extend media center to 4:30 PM (M,W,F) and 4:00 PM (T, Th) Offer soccer and cross country Intramural sports offered 4 days a week Carnival Days once every 6 weeks ASB lunch time activities 1 x month 	<ul style="list-style-type: none"> .4 FTE Salary for a wellness counselor OT to expand the hours of the media center OT for intramural sports Supplies for student activities

Action 2: Expand Web/Link Crew. Staff training on the Web/Link Crew program

Actions	Expenditures
<ul style="list-style-type: none"> Expand Web/Link Crew to 100% of all 7th and 8th grade students Train 100% of Web/Link Crew staff 	<ul style="list-style-type: none"> Stipends for Web/Link Crew staff PD for Web/Link Crew Staff

Action 3: Improve turnaround time for teacher grading

Actions	Expenditures
<ul style="list-style-type: none"> Communication “norms” for staff implemented Completion of a grading policy to be implemented by August 2019 	<ul style="list-style-type: none"> No expenditures

Action 4: Improve school communication through a regular newsletter. Develop feedback cycles for all stakeholders. Grade level parent meetings. Expand parent institute

Actions	Expenditures
<ul style="list-style-type: none"> Weekly newsletter to stakeholders Improve Website for ease of use Counselors meet with grade level parents 2x per year Parent University, attended by teachers and counselors, held 4x per year 	<ul style="list-style-type: none"> Electronic newsletter tool OT for parent institute

Action 5: Increase 12th Grade Counseling. Codify counseling services. Increase counseling parent meetings for 11th and 12th grades. Elicit stakeholder input on counseling services

Actions	Expenditures
<ul style="list-style-type: none"> Increase counseling for seniors by 20% Add MTSS to the counseling job description Senior counselor held regular senior parent meetings Survey conducted 2x per year 	<ul style="list-style-type: none"> .2 FTE Salary for counseling services OT for evening parent meetings

Identified Areas of Growth

Identified Areas of Need

<ul style="list-style-type: none"> Increases in students utilizing the wellness program Increase in Web/Link crew to 100%, a 5% increase Club days were a success 	<ul style="list-style-type: none"> Continue adding competitive sports Identify all evening meetings (Grade level, Parent University, FAFSA etc...to spread the work equally)
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Related Support Activities

- A New Course RESH 180 is for at risk students covering:
 - Academic Performance
 - Motivation
 - Character Building
 - College & Career Interest
 - Resiliency Skills
 - Goal Setting

Key Questions for Follow Up

<ul style="list-style-type: none"> What services are offered by the wellness program? How many students are seen by the counselors? Is there any data that can drive future school decisions around student wellness? How many students are participating in intramural sports? How have carnival days and ASB activities positively impacted the school culture? How has the Web/Link Crew impacted unduplicated students? What is current board policy on staff communication? 	<ul style="list-style-type: none"> What is current board policy on grading and submitting grades? What is the school culture on returning work and updating gradebook regularly? What is the open/read rate of the weekly newsletter? How have the Parent University meetings gone? Is there a set agenda? Do parents have input into the topics? Are the survey results made public? What is the norms committee?
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2019-2020 LCAP Goal #5

Goal 5: Develop a plan to fully implement the new Next Generation Science Standards by 2019-20 (NGSS).

Action 1: Appoint an NGSS implementation team. Create an action plan for the NGSS implementation to include: curricular development, professional development, parent training, and assessment of implementation based on student performance.

Actions		Expenditures	
<ul style="list-style-type: none"> Entire science department served as NGSS implementation team PD for NGSS implementations Piloting of NGSS for all science courses 		<ul style="list-style-type: none"> OT for curriculum development OT for PD and workshops PD and workshop costs 	
Identified Areas of Growth		Identified Areas of Need	
<ul style="list-style-type: none"> Entire science department participated in the development and implementation of NGSS Extensive training and PD was undertaken 		<ul style="list-style-type: none"> Unknown impact of new NGSS curriculum on unduplicated students 	
Related Support Activities		<ul style="list-style-type: none"> Updated science classrooms New science textbooks 	
Key Questions for Follow Up			
<ul style="list-style-type: none"> What are the learning outcomes for each course? How will this new curriculum meet the needs of unduplicated students? Are there course assessments being used to measure student growth? 		<ul style="list-style-type: none"> What ongoing supports does the science team need to continue refining in year 2? How will new staff be brought on board? How did the parent information go over with key stakeholders? 	

2019-2020 LCAP Overview

UPA Mission

The mission of University Preparatory Academy is to prepare students to enroll and excel in the best colleges and universities in the nation

UPA Identified Strengths	Key UPA Areas of Need
<ul style="list-style-type: none"> Continued academic and extracurricular success for all students at UPA Improved communication to all stakeholders Increased professional development hours targeted at supporting struggling students Cross-Curricular projects and authentic learning outcomes Improved access to social emotional counselors Reduced academic counseling ratio of students per counselor Renewed safety plan, practices and physical campus to ensure the health and safety all Staff has successfully adapted their curriculum to be successful for distance learning. Staff works to celebrate the accomplishments of students during distance learning. EWS or Early Warning System has been created and is monitored by Administration and key staff. Targeted EL coach to support English Learners Consistent learning structures found in all courses. 	<ul style="list-style-type: none"> Improve pathways to graduation and college success for all students Implement more strategies to monitor and support struggling students Increase course level assessment data to monitor student growth and target instructional shifts Use course, grade, and school data as a staff to identify areas of growth and need Develop new methodologies to bring unduplicated success to the same level as peer groups Increased vertical alignment of content and skills Cycle of inquiry is the primary focus of department chairs and department chair meetings based on internal assessments. Grade Level meetings are focused on best practices based on shared students. Baseline data developed to measure student connection to school

5 Driving Goals to Support All Learners

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Provide targeted support, intervention, and advancement for UPA's unduplicated students.	Provide a safe and caring learning environment	Develop an Independent College and Career-Going Student Culture	Continue student academic growth as demonstrated in the CAASPP through the development, implementation and monitoring of course level growth assessments.	Create and provide enrichment for students to challenge themselves through opportunities to take on rigorous courses either on-site, digitally, or through a local college

Goal #1: Provide targeted support, intervention, and advancement for UPAs unduplicated students.

Goal #1 Action Steps				
Action #1: Actions and services for all unduplicated students	Action #2: English Language Learner specific actions and interventions	Action #3: Socio-Economically Disadvantaged (SED) specific actions and interventions	Action #4: IEP specific actions and interventions	Action #5: 504 specific actions and interventions
Continuing Actions		Expanded or New Services		
<ul style="list-style-type: none"> 7th Grade Bridge 8th Grade Fundamentals Food Services Grade Recovery Horton Connect MTSS Administration Parent University Professional Development SST/ILP Services Student Support Services Support Classes Translation Services Tutoring, Office Hours, Learn IT PLP and 4 Year Planning PowerSchool Special Programs IEP Specific Tutoring 		<ul style="list-style-type: none"> AP Bootcamp Core Course Assessments Data Analysis System Monthly Grade Level Meetings Technology Assistance EL Case Manager EL Specific Professional Development EL Specific Tutoring Targeted Parent-Teacher Conferences Targeted College/Career Counseling Expand Spanish AP Courses and add Spanish for Spanish Speakers IEP Specific Tutoring 504 Case Manager 504 Specific Tutoring 504 Specific Professional development 		

Goal #2: Provide a safe and caring learning environment

Goal #2 Action Steps				
Action #1: Maintain existing extracurricular opportunities and identify potential areas for expansion in order to create more points of connection between students, their peers, and UPA	Action #2: Maintain or expand schoolwide activities that allow for students to bond with their peers, celebrate their diverse backgrounds, or unite as a student body	Action #3: In order to create a safe and caring campus continue to improve upon the current safety plan and expand the emergency training and add a school nurse	Action #4: Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	Action #5: Continue to build on the communication and feedback pathways that have been established
Continuing Actions		Expanded or New Services		
<ul style="list-style-type: none"> Support current clubs and continue to foster the development of new clubs Maintain and expand current athletics programs WINK ASB Schoolwide Activities and Rallies Schoolwide Celebrations Safety Plan Emergency Training and Drills GROW RESH 180 Mental Health Services Eduguide Staff Newsletter Weekly Announcements to Community 		<ul style="list-style-type: none"> Visual and Arts Competitions, Demonstrations, and Installations Drama and Music Performances Competitive Clubs Middle School Leadership Class School Nurse Student Newsletter Social Media Outreach Coffee Talks Lunch Talks Yearly Surveys 		

Goal #3: Develop an Independent College and Career-Going Student Culture	Goal #3 Action Steps		
	Action #1: Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college admission and success.	Action #2: Create an independent college going student culture centered on student ownership of the college preparation path	Action #3: Assist students with their college applications and graduate from UPA prepared for college and career success.
	Continuing Actions	Expanded or New Services	
<ul style="list-style-type: none"> • Implement Naviance, a 4-year planner, as our primary college admission tracker and scheduler • Implement college tours and field trips to help students see that their dreams of college success can be a reality • Develop on-site college days that bring college success to the campus • AVID • Seminar • Credit Recovery Opportunities • Edgenuity • Essay Preparation and Completion • College Application Drive • College Application Counseling Nights • FAFSA Application Drive 	<ul style="list-style-type: none"> • Regular college going counseling meetings with the community throughout the year • Credit Inventories • Credit Inventory Counseling Sessions • Naviance Scholarship Drive • College Acceptance Celebration • Senior Project 		

Goal #4: Continue student academic growth as demonstrated in the CAASPP through the development,	Goal #4 Action Steps		
	Action #1: Support CAASPP success through the development, implementation and monitoring of course level growth assessments.	Action #2: Improve student success in Math CAASPP results through structured support and vertical assessments in math.	Action #3: Improve student success in English CAASPP results through structured support and vertical assessments in English.
	Continuing Actions	Expanded or New Services	
<ul style="list-style-type: none"> • Department Vertical Alignment • Culturally Responsive Teaching Pedagogy Professional Development • Course-Specific Workshops and Professional Development • Grade level assessments for grades 7-10 • Middle School Support Courses • High School Support Courses 	<ul style="list-style-type: none"> • Course Level Assessments 		

Goal #5: Create and provide enrichment for students to challenge themselves through opportunities to take on rigorous courses either on-site, digitally, or through a local college	Goal #5 Action Steps	
	Action #1: Increase awareness of and access to rigorous coursework.	
	Continuing Actions	Expanded or New Services
<ul style="list-style-type: none"> • Elective Course Awareness • Expansion of Electives in each Department • College Course Dual Enrollment 	<ul style="list-style-type: none"> • AP Bootcamp • AP Course Awareness • AP Course Expansion • Summer Enrichment Courses • Winter Quarter Edgenuity Courses 	



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory Academy Charter	David Porter Executive Director	dporter@upatoday.com 408-759-5726

Plan Summary [2021-22]

General Information

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

Introduction

University Preparatory Academy (UPA) was founded on the belief that students would succeed in college if given a rigorous set of expectations and outcomes. The success of UPA would not be based solely on academic performance, but the attainment of the critical skills and experiences that would help a student thrive at the best universities in the nation. Through careful development of the school's mission, vision, values, and learning outcomes, a united community was born. UPA was to become a school where students from all backgrounds, religions, orientations, and experiences would thrive and where the dream of college success would become a reality.

At the core of this success is a caring, dedicated, and creative staff that genuinely believes both in the mission and that every student can succeed. The parents actively support the work of the staff. Multiple levels of support help students know that they are surrounded by a community that recognizes their strengths and expects them to rise to their full potential.

In the 2018 WASC report, the staff wrote: "Accountability and high expectations are also part of the UPA culture". Questioning "what went well, what did not work, and how can we make it better" are part of UPA's culture of reflective practice. UPA has learned to engage in self-reflection, identify challenges, develop action plans, and implement these plans.

When this statement was written, no one knew it would be put to the ultimate test by Covid-19. When the school was given 3 days to move to distance learning on March 13th, 2020, the staff devoted themselves to the unprecedented challenge. By Monday, March 16th, 2020, UPA was ready and students were engaged in distance learning so that no one lost a single day of instruction. Since March 16th, the staff have

been dedicated to improving the quality of online teaching and learning; the results of that tremendous undertaking are evident in the daily work of our students and staff. UPA has never forgotten the beliefs of the founders by continuing to channel their passion for student success into their work every day.

General Background & History Community

University Preparatory Academy was granted a countywide charter by the Santa Clara County Office of Education in August 2006. UPA opened in August 2007, enrolling approximately 200 students in grades 7, 8, and 9; the school added one grade level each of the following 3 years until it achieved its design of serving students in grades 7-12. The school's current enrollment totals 713 students. The school is located in San Jose, CA on the campus of the Cathedral of Faith church and leases three complexes on this safe and secure campus, including a newly remodeled gymnasium, state of the art performing arts center, dance studio, science laboratories, classrooms, computer labs, counseling center, media center, and office space.

UPA serves a diverse population of students who reside in East and Central San Jose along with the South County areas of Santa Clara County. The school campus is easily accessible, located just off Highway 87 at Curtner Avenue in San Jose. The campus is located across the street from a light rail and bus transit station. This strategic location enables UPA to draw students throughout the school districts in Santa Clara County including East San Jose districts, San Jose Unified School District, Milpitas, and South County unified districts. Many of these school districts contain significant populations of socio-economically disadvantaged students, English Language Learners, and ethnic minority students who have not performed well in their comprehensive school setting. In addition, UPA's lottery system prioritizes students from the local Canoas Gardens Elementary, which increases the proportion of these significant populations. UPA acts as a college preparatory alternative for these students who are not performing to their potential and get lost in the traditional large middle and high school settings.

County of Santa Clara Community Profile

While University Preparatory Academy is located within the city of San Jose, UPA benefits the entire county as we are able to enroll students from anywhere in the county of Santa Clara. The community profile, therefore, describes our countywide attendance area.

Geography and Population

The County of Santa Clara has long been considered one of the best areas in the United States in which to live and work. This is due in part to a moderate climate, geographical attractiveness, location of technology and innovation (Silicon Valley), location of major universities, ethnic diversity, and one of the highest standards of living in the country (14th richest in the nation) with an average income of \$126,606 and a median property value of \$1.11 Million. Since the last WASC report, there has been an increase of 6.78% in the average income, a 24.1% increase in the median price of a home, and an increase in cost-of-living expenses by 10%. The rapid wage increases for some have fueled the rapid increase in homeownership and rental costs. The impact of the rapid cost of living has caused increases in alternative living conditions such as multi-generational housing, increased movement, and a 42% increase in homelessness.

The County's current population stands at approximately 1.9 million and is the 6th largest county by population in California and the largest of the nine Bay Area counties. Its population constitutes about one-fourth of the Bay Area's total population. The City of San Jose is the largest city in the County, with a population of over 1,033,670, and is the administrative site of the County Government.

The County of Santa Clara is made up of people from diverse cultures, nationalities, and racial groups. Approximately 37% of the population is Asian, 31% White, 26% Hispanic, 2% Black, and 4% of other races or two or more races. The County, with its diverse population (69% are non-white), high standard of living, and strong economic vitality have attracted people from all over the world. These diversities contribute wonderfully to the fabric of the schools in Santa Clara County.

Labor and Economics

Today, Santa Clara County is a major employment center for the region. There are many top private employers in the county including Adobe, Advanced Micro-Devices, Alphabet (Google), Apple, Applied Materials, Christopher Ranch, Cisco, eBay, Intel, NASA, SAP, Super Micro Computers, etc.

Balancing the increasing job and wealth gains, 8.64% of Santa Clara County residents live at or below the Federal Poverty Level (FPL), representing a 4% increase in the past 3 years. In a study conducted by United Way, it was found that the real cost budget for a family of four residing in Santa Clara County stands at \$96,000 per year, an increase of \$33,000 per year since 2015. 59% of Santa Clara County residents currently earn \$45,000 per year or less.

High regional housing costs account for much of the discrepancy in poverty levels between the county and the nation. A 2020 study out of the California Budget and Policy Center calculated that the 2019 poverty rate in Santa Clara County soars to 23% when factoring in housing costs, meaning nearly one in five residents live in poverty. Homelessness has increased by 48% to 9,706 individuals.

Many University Preparatory Academy families face challenging life situations at home due to the pressures faced by the underemployed, working poor, and struggling single parent and foster homes, to mention a few. Many UPA families living near unsuccessful neighborhood schools seek a choice in schooling for their children with the hope that UPA's safe and nurturing environment will provide their students with a chance to attend a four-year university. These families are alongside other families that are more fortunate and want a private school education at public school costs. This dichotomy is typical of San Jose and of Santa Clara County. This sort of socioeconomic diversity presents interesting challenges to schools and has resulted in a rise in the number of choice schools that are now available to students of all backgrounds, UPA included.

Critical Health Developments in Santa Clara County

2020 will be most notable for the worldwide Covid-19 pandemic. As of September 14, 2020, there have been 6.55 million confirmed cases in the U.S. and over 194,000 deaths. In California, there have been 764,000 confirmed cases and over 14,386 deaths. Santa Clara County, one of the earliest counties with confirmed Covid-19 cases has experienced over 19,549 confirmed cases and over 284 deaths. The spread of the virus has caused widespread limitations to the daily lives of everyone. UPA transitioned from on-site instruction to distance learning on March 16, 2020. The 2020-2021 school year has also started in distance learning which will continue for at least the duration of the first semester. This report will continually address the impacts of COVID-19 on the academic environment at UPA. Throughout the transition to distance learning, UPA has prioritized safety nets and major supports for key populations, including students with low socioeconomic status. UPA has provided Chromebooks, hotspots, webcams, and classroom materials as needed to any student requesting these resources. Beginning with the 2020-21 school year, students from key populations can now learn in small cohorts on campus and there is a staff member in charge of home visits to non-responsive students. In addition, the dedicated staff has drastically improved distance instruction from the end of 2019-20

to the beginning of 2020-21. This is the direct result of staff training, professional development, campus-wide strategies, and an outstanding staff committed to a growth mindset. Lessons are now live-streamed and when students have technology failure, every class has lesson recordings. Each of these positive changes has been the result of seeking parent, student, and staff input.

Review of State and Federal Program Mandates

University Preparatory Academy operates primarily on income derived from LCFF or Local Control Funding Formula. The LCFF for each student is derived from the apportionment that is assigned to the student's home school. For example, the 2019-2020 LCAP report shows that the school received 88% of the revenue from the LCFF and the remaining 12% from unduplicated services (students who qualify as EL, IEP, or Low-Income). These funds come from the same general funding source as the LCFF but are expected to be used directly for student services.

UPA does not participate in any federal grant programs and therefore is not eligible for Title I, Title II, or Title III programs.

School Mission, Vision, Core Values, and Learning Objectives

Mission

The mission of University Preparatory Academy is to prepare students to enroll and excel in the best colleges and universities in the nation. UPA serves a diverse population of 7th through 12th-grade students, who reside in Santa Clara County.

Vision

The University Preparatory Academy provides a rigorous curriculum that allows students to achieve their highest potential.

Core Values

Commitment – Growth Mindset – Accountability - Community – Learning – Integrity – Collaboration

Student Learning Objectives

UPA students will demonstrate strong written and verbal communication skills.

UPA students will develop collaborative and leadership skills.

UPA students will demonstrate personal social responsibility to the community.

UPA students will participate in the visual and performing arts.

UPA students will demonstrate digital literacy and responsibility.

UPA students will develop strong analytical and creative abilities.

UPA students will develop an understanding and respect for diversity.

WASC Accreditation History

University Preparatory Academy applied for its initial visit in the fall of 2008 and was visited on March 19, 2009. On July 2, 2009, the WASC accreditation commission notified UPA that it received initial accreditation for the 2009/10 and 2010/11 school years. At that time, the commission also informed UPA that a Focus on Learning self-study and a full visit by a WASC visiting team was to be scheduled for 2011-12. While not required, for the initial accreditation, UPA produced an action plan covering the 2009/10 and 2010/11 school years. The action

plan addressed eight school goals. A total of twelve objectives aligned with the school goals to make up the school strategic action plan. UPA was accredited for a full 6-year term.

UPA underwent full WASC accreditation in the spring of 2018. During this time, key stakeholders such as staff, parents, and students reviewed the school's mission and learning objectives. While the school's strong mission statement remained consistent, learning objectives were refined to meet stakeholder input. The school hosted the visiting committee in the spring of 2018. The visiting committee recommended a full 6-year term of accreditation. On May 3, 2018, the Executive Director received a letter from the Commission granting UPA a full 6-year term of accreditation. The visiting committee was impressed with the school's progress and offered several recommendations, "Critical Areas for Follow up," that would continue to improve the school. These Critical Areas for Follow-up were converted to SMART Goals, and the school has begun actions to meet the goals.

School Programs Data

At UPA, all students take UC approved A-G courses and need 250 credits to graduate. Students take Social Studies classes all four years of high school, they take math for 3 years with a strong recommendation of 4 years, and 3 years of laboratory science with 4 years strongly recommended. In addition, all UPA students are required to take and pass two AP classes, complete two visual and performing arts classes, and take one year of physical education (unless they have a waiver). Students must earn a 70% or higher in all of their courses to prove mastery and receive credit. At the end of their junior year, students begin working on their senior projects. The senior project includes a research question, research, community service hours, a paper, and a presentation to UPA staff and students. This project has been suspended for the 2020-21 school year due to distance learning. Students also complete 10 hours of community service per year.

UPA has an extensive menu of school programs designed to benefit the students. Each of the programs is listed below along with the school's intent for implementing the program. The programs include:

Project Lead the Way (PLTW): This is a STEM program and was instituted to meet student demand for a pathway to math, science, and engineering fields. The program is also intended to increase the number of females in engineering. The most popular courses within the PLTW program are the Biomedical Science pathway, which includes the following courses: Principles of Biomedical Sciences, Human Body Systems, and Medical Interventions. The engineering pathway includes Gateway to Technology and Principles of Engineering.

Advancement via Individual Determination (AVID): This is a college readiness program intended to prepare students, especially first-generation students, for college. UPA has implemented the AVID program in grades 7, 8, 9, and 10. There is a middle school AVID class (7th and 8th grade) and a high school AVID class (9th and 10th grade).

Associated Student Body (ASB): UPA's ASB consists of 20 student leaders, 9 of which are elected by the student body (such as the ASB President and Class Representatives) and 11 of which apply for special positions (such as Secretaries of Spirit, Clubs, Finances, Sports, etc.). These leaders are expected to work in the summer and throughout the year to plan different activities for the year. Students are given some training and time to produce an outline of their plans throughout the year. Once the school year starts the students meet weekly to keep planning and revising their plans for events. The student representatives are expected to reach out to the classes they represent to get feedback on what activities worked or what suggestions they have. Most of the activities are designed to create a sense of community and

school connectedness. The entire school attends all rallies, which are put on by ASB several times each semester. ASB also organizes class bonding, school dances, carnivals, and more.

Link Crew and WEB Programs: This is a peer mentoring and transition program for middle school (Where Everybody Belongs) and for high school (Link Crew). All incoming 7th-grade students participate in WEB and 9th-grade students participate in Link Crew. WEB leaders are students in grades 8 and 10. Link Crew leaders are students in grades 11 and 12. Leaders develop leadership and mentorship skills over the course of each year, which help them prepare for college and career readiness. Leaders undergo an application and interview process and are selected based on specific criteria that will best serve 7th and 9th-grade populations. A diverse group of leaders is selected every year with the goal of representing each special population on campus.

Mental Wellness: Our students and parents identified counseling as a high priority service that UPA could offer its students. UPA employed 1 full-time clinician at the beginning of the 2020-21 school year, but has hired another full-time clinician beginning in 2021 to expand counseling services. The service is available to students 5 days per week. Students are often referred by their teachers using an online referral process. In addition, UPA added EduGuide to its 2020-21 Seminar curriculum, which promotes social-emotional learning and mental wellness. All Seminar students engage in EduGuide activities for 15 minutes per week, which helps them develop peer mentor relationships and achieve their goals while forming positive relationships with their teachers.

Students of Promise (At-Risk students): The school invests heavily in providing services to assist students who are not meeting with success. Services include careful monitoring, support classes in English and math, organized homework time during Seminar, parent meetings for reporting progress, and e-learning to assist students in making up course credits and summer school.

Summer School: Summer school is totally funded from the school's general fund and is implemented to assist students in making up credits and improving grades earned in the core subjects of English and math. Social studies are offered depending on student enrollment. UPA is interested in implementing summer programs in science as well. Summer school is offered in an online hybrid model and onsite. The onsite courses are taught by UPA teachers. Both options are intended to assist students in catching up on credits so that they can graduate on time. A summer bridge is also offered to incoming 7th-grade students to boost academic and social skills prior to the Fall start.

E-Learning: E-learning is not part of the school's regular curriculum; however, some students are assigned e-learning courses in order to make up credits for graduation. On an annual basis, the school offers e-learning through EdGenuity which is monitored by site staff.

Grow Program: Grow was founded on a UPA value: everybody can grow. This program operates after school and provides support for students needing assistance in developing study skills such as organization and time management. The program is organized in grade-level study groups. Members of the Grow program assist each other in solving homework problems, conducting research, and in general helping each other in a positive classroom environment. It is overseen by the administration and teachers.

Computer Programming: Two levels of programming including AP Computer Science and Introduction to Computer Science programming classes were implemented at student/parent request. Students placed a high priority on this program and the school is now in its fifth year of offering these courses. Both classes allow students to develop highly valuable coding and programming skills, which are vital for students wishing to pursue a future career in technology.

Advanced Placement (AP): AP courses are offered in most high schools. It is listed in this section as a special program as the school offers 15 AP courses for students in grades 10-12. What is more, students are required to take and pass at least 2 AP courses with a grade of C or better in order to graduate. AP courses are offered in Language Arts, Science, World Language, Math, Computer Science, and Social Studies.

Learn It: This is a peer/cross-age after school tutoring program founded in 2019. The program is run by an adult coordinator and three student leads that recruit, train, and monitor the high school tutors and tutees involved. While any student is able to attend drop-in after school tutoring that is open four days a week, the majority of students are referred for one on one tutoring by teachers and parents. One of the strongest aspects of our program is that our tutors are from our school, meaning that the majority of tutors are familiar with the teachers, assignments, and expectations of their tutees. Tutors support students through homework assignments, test preparation, essay writing, or organization. By providing tutoring to our most struggling students as an additional asset, we hope to help students take ownership of their learning by supporting them through time management, goal setting, and self-advocacy.

Parent University: This program was organized in 2014-15 as a project in conjunction with our county office. It was discontinued after 1 year; however, the school is again organizing its own parent education program called University Preparatory Parent University. Six different parent meetings are held throughout the year and address such topics as student monitoring, financial aid for college, mental wellness, Common Core 101, and several more topics of interest to parents. The program was reorganized to focus more on parents of students experiencing difficulties at school (Students of Promise). Often these parents do not know how to navigate the “system” to seek help for their students and/ or need training in technology to help them monitor their students’ academic progress.

Counseling Workshops & Support: UPA has an outstanding team of counselors dedicated to fostering college and career readiness for students while providing valuable information and support for parents. Counselors provide grade level seminar presentations twice a year (one each semester) for students and again for their parents. Topics include college, 4-year planning, and academic success. The counseling team also coordinates with seminar classes to deliver academic and college-related content. The counseling team offers 14+ college application workshops for seniors including drop-in support sessions planned during open periods and after school for more individual help. They were also given free access to writing workshops from College Essay Guy including personal statements and UC Personal Insight Questions (4 weeks each). In addition, seniors receive a college information presentation, parent college information night, Seminar check-in visits, additional expert personnel for support for college essay writing, virtual college fairs, application assistance, and 4+ financial aid workshops. UPA provides students with the opportunity to take the PSAT annually from grades 8-11, with support, preparation, and guidance from the Seminar classes and counseling team. All students and families can schedule one-to-one appointments for advice on an individual student's options and paths. Due to COVID-19 all meetings and workshops have been held virtually for the start of the 2020-21 school year.

Beginning Teacher Support Program (BTSA) or Induction: UPA has been in partnership with the Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP) for the past six years. Through this collaboration, UPA is able to offer Induction (formerly known as BTSA) to teachers who hold preliminary credentials and seek to clear them through the California Commission on Teacher Credentialing (CTC). Those teachers are supported by a highly trained Induction mentor who also serves in other capacities on campus. This allows for UPA teachers to receive professional, job-embedded support from someone who is familiar with our students’ and teachers’ context and needs. This year, seven teachers are in their second year of the two-year Induction program and two teachers are participating in their first year. During their

Induction experience, teachers meet with their mentor for one hour per week, engage in cycles of inquiry, analyze student performance, reflect on their own instructional methods, and focus on learning about their students, the school, and greater UPA community. Over the past three years, 18 teachers have participated in SC/SVNTP's Induction program, which aims for educational equity while developing high-quality teachers for all students. Training with a focus on culturally responsive teaching has been incorporated over the last three years as well.

Raising Expectations Standards and Honor (RESH 180): This is a social-emotional skills class that engages students in assignments, activities, and conversations about their future, strengths, and areas of growth in all aspects of life. There is one class for middle school (8th graders) and one class for high school (9th and 10 graders), both of which take place during Seminar. This course allows students to engage in the college conversation and prepares students by reflecting on their own academic and social journeys. RESH 180 curriculum builds on the notion of being purpose-driven, targets scholastic performance, resiliency skills. Classroom lessons are aligned to a trauma-informed approach to initiate a self-directed, inward examination framework to empower purpose thinking. Students self-regulate, set goals, problem-solve, find information and help, negotiate, find allies, focus on accomplishments, manage discouragement, and gain coping tools. RESH 180 classroom discussions and exercises bring together students and teachers to share life experiences, common activities, and interests. RESH 180 offers skills to deal effectively with challenges and setbacks in everyday life, whether at school, community, neighborhood, and home. RESH 180 empowers students to take steps towards pro-social resources i.e., counselors, tutors, mentors, therapists, and after-school programs.

Horton Connect (Distance Learning Support Program): The distance learning support program is a way for students who are participating in distance learning to physically come on campus to attend their online classes. The program is designed to support students who need a little extra help navigating their distance learning classes. Students are recruited by UPA's Director of Student Services, who receive referrals from the students' teachers and counselors. Participation in the program by students is voluntary. The program is overseen by a credentialed teacher. The program serves ELs by providing a safe, inclusive, quiet, and supportive classroom environment where they receive 1:1 guidance and support. The support teacher also provides academic/tutorial support if the material is too challenging for the student. The support teacher both checks in frequently with each student throughout the day and corresponds by email with the teachers in real-time to see what kind of support a student needs during class. Additionally, students who qualify for free and reduced-price lunch are provided lunch by the hot lunch program.

Theatre & Dance: Inside the classroom, the UPA Department of Theater and Dance offers courses in Acting and Dance. Acting courses train students in skills of improvisation, auditioning (including how to make theatrical resumes and headshots), scene work and script scoring, vocal and physical characterization. Topics of scriptwriting, comedic sketch writing, directing, and film are also covered. Dance courses train students in a variety of dance styles, ranging from musical theater to jazz, hip hop, lyrical, contemporary, and modern dance. Students receive training in dance technique every class to build their strength, flexibility, and alignment. Writing and creating choreography is also an essential element of the program. Approximately 80-120 students are enrolled in UPA Theater and Dance Department courses within a given year. UPA Theater and Dance Boosters is an active organization supporting the after-school Theater and Dance Program, which is entirely funded through donations and the work of the Theater and Dance (TaD) Boosters. They typically put on one murder mystery and one play in the Fall, one musical in the Spring, and 3-4 improv shows over the course of the year.

Sports: UPA students, parents, and staff believe sports are vital for school spirit and provide an outlet for the high academic rigorous environment at UPA. Currently, UPA has girls' and boys' teams in both middle school and high school. The team sports include cross country

running, basketball, track and field, and volleyball. UPA is part of CCS and belongs to the Private School Athletic League (PSAL); the program is well supported by an athletics booster parent group.

Special Education Services: These are provided to students with one of 13 categories of designated disabilities as determined by psychoeducational or other appropriate tests that are demonstrated to have a significant impact on a student's ability to access the curriculum. Qualifying students are placed on an individualized education plan (IEP) which specifies accommodations to allow for access, as well as sets goals and metrics which a student works toward as a means of learning to manage their disability. Accommodations should create the Least Restrictive Environment (LRE) to allow the student access to an equally Free and Appropriate Public Education (FAPE) as their non-disabled peers. Special Education is federally mandated by the Individuals with Disabilities Education Act. Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Students with disabilities that interfere with one or more life activities including their ability to learn are provided with an accommodation plan, written to provide equal access to a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE). A 504 plan differs from an IEP in that a 504 plan provides accommodations, but the disability is managed by the students and family, and therefore the goal structure of the IEP is unnecessary. Section 504 plans are enforced by the federal Office of Civil Rights.

The list above is an extensive menu of programs intended to assist students and staff to maximize learning and prepare our students for college. UPA has been careful to examine programs before implementing them to ensure consistency with the school's mission and values as well as its ability to assist students in attaining high levels of academic achievement.

Support & Intervention Programs

English Learners

Plan for English Learners (ELs): The ELL Coordinator checks EL student progress once every marking period. He also checks in with students as they move forward throughout the year. These one-on-one check-ins allow him to get a feel for what the student needs in order to succeed in his/her classes. In addition, the ELL Coordinator informs the students' teachers of the students' difficulties in order to provide the support they need. The Individual Learning Plan (ILP) is provided to all the teachers of all ELL students. It shares strategies that can be used in their curriculum that will help our ELL students' progress in their academics. These strategies are aligned to the tasks the students perform in the ELPAC (initial and summative).

Use of data in supporting and classifying ELL students: The information provided in the ILP is a compilation of the following information:

Student Scores from their ELPAC (Initial or Summative) - We use these scores to focus on what the students' needs are and how much help they need in each domain.

Suggested Strategies for each of the domains the student test in, including listening, speaking, reading, and writing.

ELL Coordinator also provides the ELD Standards that are aligned to each domain in order for teachers to integrate concepts, activities, and/or assessments aligned to those domains. By doing so students are able to take the ELPAC with ease and assurance and score higher as they transition from Level 1 (Emerging) to a high Level 3 and Level 4 (Bridging).

Redesignation criteria: The criteria for designation must be in balance with two factors - Student ELPAC score of a high Level 3 or Level 4 and students' grades in all core classes (B or above).

Our population of English Learners is not statistically significant enough to display on the CA School Dashboard. As such, we have to rely on internal data systems to examine our ELPAC and SBAC scores and cross-reference them with student success and outcome data such as grades.

Socioeconomically Disadvantaged Students & Foster Youth

Foster Student/Low SES Supports:

Transportation Vouchers

City-based support systems – for food, clothing, and shelter

Pre-qualify for free/reduced lunch

Free access to technology for home use

Specific academic counseling with a Personalized Learning Plan

Learn It (tutoring) priority

In Class Grade Recovery

Classroom accommodations as needed

Parent University

Student Support Teams (SSTs) when needed

English and Math support

Support program priority for AVID, GROW, and RESH 180

Summer school enrollment and digital learning enrollment

Mental Health Counseling

EL, 504, and IEP support

UPA Parent and Community Organizations

The support of the parent community at UPA is a source of pride, which contributes to the success of the school. Parents have created and maintained a number of school organizations in order to support the various interests of the student body, such as:

PTSO – Parent Teacher Student Organization

Athletic Boosters

Band Boosters

Comedy Sportz Supporters

Drama Boosters

Executive Director Counsel

Textbook Review Committee

Staff Description

UPA believes that the diversity of experience and background of our staff prepares our students to see the world from a multitude of vantage points. The core of the question about teacher diversity is the power of relatability.

Staff chose UPA because they share our values, and they know that they are making an impact every day. They stay because their work is appreciated by both students and the entire community.

Classified Staff

Classified Part-Time Staff 2

Classified Full-Time Staff 8

Classified Administrators 1

Certificated Staff

Certificated TOSA Positions 1.2

Certificated Counseling Staff 2.0

Certificated Teaching Staff 37

Certificated Administrators 4

Total Certificated Staff 44.2

Reflections: Successes

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

The California School Dashboard continues to show that students at UPA are, overall, highly successful as measured by English and Math Scores. Even stronger data is identified when looking at graduation rates, college and career readiness, college acceptance rates, and college matriculation rates. Other national exams such as the SAT and AP scores also continue to show strong academic growth. In 2020, 87% of students scored a 3 or higher on their AP exams, an increase of 7%. The average SAT score was just above 1200 at 1258.

The shift to distance learning due to the Covid Pandemic disrupted most Dashboard data during the 2020-2021 school year. Data will be become available in the fall of 2021 to establish a baseline of data for measuring student growth. In addition, each course will have course-level assessments that will demonstrate student growth throughout the year.

2019 Student Performance Highlights:

Green Score (Above standard) for English Language Arts

Green Score (Above standard) for Mathematics

Blue Score (Well Above Standard) for Career and College Readiness

70% of English Language Students maintained or improved their ELP level

97.6% Average Daily Attendance Rate

100% Graduation Rate

0.3% Suspension Rate
1 Expulsion

Reflections: Identified Need

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

Areas that need to be addressed in the 2020-2021 SPSA/LCAP

As UPA demographics have changed over the years and as the schools' graduation requirements remain rigorous, the school needs to develop a more diverse range of methods which allow English Language Learners to access this rigorous curriculum.

UPA needs to develop additional strategies that close the achievement gap in all demographics of the school.

Teachers can develop more scaffolding when presenting information.

State data is used by administration but is not part of instructional planning.

While there are many ways for a teacher to check for student learning, much is limited to early adopters.

The use of Illuminate data to effectively evaluate NWEA and SBAC is limited to admins and a few faculty members.

Administration works with staff to identify areas of academic support to close the achievement gap.

Use data to monitor progress.

Check in with stakeholders regularly to check understanding.

Unduplicated students continue to lag behind their peers.

EL students need to move towards redesignation at higher rates.

Annual review of vertical alignment of content and skills is developed in all subject areas.

Internal pre-, mid-, and post- assessments have been identified or developed and implemented to create a baseline of growth for all students in English, Math, Science, and Social Science.

Cycle of inquiry is the primary focus of department chairs and department chair meetings based on internal assessments.

Grade Level meetings are focused on best practices based on shared students.

Baseline data developed to measure student connection to school

LCAP Highlights

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

The 2021 LCAP builds off of the tremendous success UPA has had since its inception. This LCAP emphasizes the desire of the community to ensure that the mission of making college success a reality for all students is attainable. The 2021 plan aligns the work of the MTSS (multi-tiered system of supports), the WASC (accreditation report), and the priorities laid out in the data analysis. In a sense, all of the arrows

are aligned towards the mission. Goal #1 dives deep into providing pre-service, in-service, and continuing support for our unduplicated students. For our unduplicated students, there are opportunities and structures to help them rise to their fullest potential and to accelerate their learning all the while keeping the dream of college success within site. Goal #2 works from the premise that a high performing school with rigorous learning outcomes is achievable only if there is a focus on creating a safe and caring environment in the classroom and throughout the campus - during class and during passing periods, break, lunch, before school, and after school. Community development is at the core of Goal #2 starts with a strength based approach and flourishes through helping students explore their individual passions. Goal #3 is at the heart of UPA by focusing on college and career readiness. As classrooms move to create more independent learners, Goal #3 moves similarly towards empowering students on the path towards greater ownership of their path towards college acceptance. Students graduating from UPA will leave knowing they have the academic content and skills to succeed and the life skills to thrive. Goal #4 comes back to the classroom through vertical alignment within courses and takes that a step further with in course assessments that will be used by instructors to monitor student progress for each course. Finally, Goal #5 capitalizes on UPA's culture of taking rigorous coursework by helping students prepare for success in AP courses, taking a breadth of AP courses, and supporting students in extending their learning before college by taking community college courses.

The 2021 LCAP is a wholistic view of where UPA is today and maps out a strategy for the next 5 or 10 years to create a space for students to achieve their college dreams no matter their background or experience.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

UPA places a high value on the input of its stakeholders. This is evident in the many community meetings held by the Executive Director, which are well attended by UPA parents. The parent input from these meetings directly influenced UPA's Reopening Plan. UPA also regularly surveys its students and asks for areas of improvement as well as areas that work well for them. The Executive Director also asks for the input of staff about major decisions, such as the plan for re-opening the school. During one staff meeting prior to the start of the 2020-21 school year, staff were given the opportunity to share concerns and voice their opinions. It's clear to the staff that their voices and opinions are valued by the administration.

This year, UPA administered a school survey to students in 7th-12th grade. 607 students participated and the results of key sections of the survey are summarized below. It is clear from the results that the vast majority of students feel safe at UPA, feel their teachers believe in them, and want to attend college. Some students are struggling with a large homework load, likely due to the large amount of AP classes they are taking. Distance learning has made it more difficult for students to participate in after-school activities, but UPA's ASB, Link Crew & WEB program, and clubs continue to make efforts to help students feel more involved and connected to the school. 26.4% of students are concerned about how they will pay for college. UPA will continue to help students learn about FAFSA, scholarships, and other opportunities for financial aid.

In addition to staff input throughout the year, 1:1's with the administration, student surveys, and student group meetings, UPA held several parent meetings throughout the year to help get their feedback on the LCAP, reopening, WASC accreditation and college planning. Beyond the structured approach, UPA has created an open door policy that allows for stakeholders to share their thoughts, concerns, and hopes.

A summary of the feedback provided by specific stakeholder groups.

Through the year UPA conducted several in person and online staff feedback cycles. The staff were able to identify key successes for this year and continued challenges that needed to be addressed. The staff also included some areas that gave them hope for the coming semester and year.

Successes:

Schoology

Overall student success rates

Choice for staff to work from home

Improved communication to the staff, students, and parents

Creativity of the staff in lesson development and implementation

Increased professional development time

Staff input as we move towards a potential hybrid schedule

Outreach efforts and home visits

Mental health days in October

Preparation for students to potentially return to campus
On-site Covid-19 testing

Challenges:

At-Risk students are struggling to succeed
Include staff/teachers in the results of outreach efforts
Covid-19 conditions continue to shift weekly - making planning and trusting those plans difficult
Checking for understanding at the end of the day needs to happen more frequently
Students need/want more input in what parts of the lessons are working
Technology and training for potential hybrid has to be a priority
Loss of instructional time = not preparing students for the next level or college

Looking forward to:

PD January 4-8
Students possibly coming back to campus
Vaccines
New Support Services Specialist
A new semester = a new start

Similar to the staff meetings, students and parents had in person and online meetings to share their thoughts about the future of UPA. Some of the key feedback is listed below and is much more focused on the daily experiences that are occurring in each class.

Students appreciate the amount of time teachers are putting into their lessons

Open tutorial is working well

Communication is improving

Schoology

Students report spending 2-4 hours after school on their computer screens

Desire for more asynchronous work

Students have a hard time distinguishing between a teacher's introduction, review of the agenda, giving instruction and a lecture - any way to break that up differently?

An interesting idea was to give students the last 30 minutes of a period to do homework or classwork. That way they could ask questions if they get stuck

Students want a way to report back to the teacher the parts of the lessons that worked for them and for teachers to inquire how long the classwork or homework is taking

Students are struggling with the executive functioning to manage 2-3 projects from different classes at the same time

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

The feedback from stakeholders is important and having a schoolwide plan that represents the community is critical to its success. Goal #1, focusing on supporting unduplicated students goes at the heart of staff wanting to ensure that all students find success at UPA. Goal #2, a focus on a safe and caring learning environment, was created in direct response to all stakeholders wanting UPA to be a school that students are free to be themselves and to develop their passions free of ridicule or judgement. Goal #3, continued improvement on national exams, is built around the desire of all stakeholders to be able to measure student growth in each course as a way to improve instruction and as a result improve our standardized testing results. Goal #4, college and career development, is recognized by all stakeholders as a critical step in helping students to take greater ownership of their academic lives. Goal #5, continued rigor, is in direct support of staff, students and parents, wanting to continue to expand their options for new and innovative courses - including AP and community college courses. The 2021 LCAP is rooted in real actions that will directly speak to the desires and hopes of all UPA stakeholders.

Goals and Actions

Goal

Goal #	Description
1	Provide targeted support, intervention, and advancement for UPA's unduplicated students.

An explanation of why the LEA has developed this goal.

County wide comparison data shows that UPA is making tremendous progress with unduplicated students in all core areas and the most recent semester data shows continued growth of all groups. The fact remains that unduplicated students at UPA continue to demonstrate less success than their peer groups. Goal #1 specifically addresses the needs of our unduplicated students on three levels: counseling, instruction, and specific student interventions.

This Goal addresses California's Eight State Priorities: 2-Implementation of State Standards, 3 Parent Involvement, 4 Pupil Achievement, 5 Pupil Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7th Grade Bridge: Student success rates collected during marking periods and semester grades for the 7th grade year	Due to Covid only 25 students participated in the 7th Grade Bridge. No Data to report				70% participation rate. Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course.
8th Grade Fundamentals: Student success rates collected during marking periods and semester grades for the 8th grade year.	Due to Covid, this program did not take place in the 2020-2021 school year. No Data to report				85% participation rate of eligible students participating. Students participating will demonstrate semester grades resulting in 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
As well as promotion rates to high school.					passing all courses, and 10% with a D or F in only 1 course.
AP Bootcamp: Student success rates during the year in the AP course and the retention rate (students taking a 3rd AP course in addition to the 2 required for graduation) of said students in the next year.	No baseline data - new goal.				80% of all students taking an AP course will participate in the summer bridge and 85% of those will take a 3 or more AP courses before graduation.
Core Course Assessments: Each core course will share their growth data throughout the year.	No baseline data - new goal.				All core courses will have at least 2 years of data collected. 85% of all students in core courses will demonstrate growth between the pre-assessment and the post-assessment. 75% will demonstrate growth between the pre-assessment and the mid-assessment.
Data System Analysis: Participation rates of staff utilizing the data system	No baseline data - new goal.				100% of all core course instructors will have used the data analysis system at least three times per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Food Services: Monthly lunch orders will be evaluated to determine success.	Currently 2.5% of the students utilize on-site food services				35% of the student body will participate in the lunch service at least 2 times per week. 100% of the free/reduced lunch students and families will be made specifically aware of the lunch service and 85% that qualify will participate by ordering lunch at least once per week.
Grade Recovery: Counseling reports based on number of students on track and off track for graduation.	65% of current students who qualify for grade recover participate and 85% of those students are successfully catching up on at least 1 course				85% of students who qualify for grade recovery will participate in the program and 95% of those that participate will demonstrate grade recovery.
					85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Monthly Grade Level Meetings: Student success rates	No baseline data - new goal.				85% of students will be passing all core courses. 100% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
collected during marking periods and semester grades. Student success on core course assessments will also be evaluated.					students with a 69% or below will be met with at the end of each marking period by their academic counselor and will develop a plan for success.
MTSS Administration: End of marking period: GPA, Grades, Attendance, Discipline	At the end of Semester 1 of the 2020-2021 school year, during distance learning: 72% of all students were passing all courses and 11% were failing 3 or more courses, GPA was not tabulated, attendance was 97.9% and 2 discipline cases were responded to				85 of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Parent University: Calendar of events, participation rates, and student success through attendance, grades, and behavior	Due to Covid, this program did not take place in the 2020-2021 school year. No Data to report				85 of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Professional Development: Student success rates collected during	At the end of Semester 1 of the 2020-2021 school year, during distance				85 of students will be passing all core courses, average GPA will be 3.0 in all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
marking periods and semester grades. Student success on core course assessments will also be evaluated.	learning: 72% of all students were passing all courses and 11% were failing 3 or more courses, GPA was not tabulated, attendance was 97.9% and 2 discipline cases were responded to				courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
SST/ILP Services: End of marking period: GPA, Grades, Attendance, Discipline	No baseline data - new goal.				Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
Student Support Services: End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs	At the end of Semester 1 of the 2020-2021 school year, during distance learning: 72% of all students were passing all courses and 11% were failing 3 or more courses, GPA was not tabulated, attendance was 97.9% and 2 discipline cases were responded to				Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Support Classes (GROW and RESH 180): Baseline and end of marking period: GPA, Grades, Attendance, Discipline	At the end of Semester 1 of the 2020-2021 school year, during distance learning: 72% of all students were passing all courses and 11% were failing 3 or more courses, GPA was not tabulated, attendance was 97.9% and 2 discipline cases were responded to				85 of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Translation Services: Use rates and parent surveys.	No baseline data - new goal.				Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
Tutoring Office Hours, Learn IT: Student use rates and student success rates collected during marking periods and semester grades.	No baseline data - new goal.				Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					rates on par with their peers as well as similar rates of disciplinary action.
EL Case Manager: End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs.	No baseline data - new goal.				Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
EL Specific Professional Development: PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
EL Tutoring: participation rates and end of marking period: GPA, Grades, Attendance, Discipline	No baseline data - new goal.				Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					will have attendance rates on par with their peers as well as similar rates of disciplinary action.
PLP and 4 Year Planning for identified groups: Review of PLP and 4 Year plans in Naviance	No baseline data - new goal.				Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
PowerSchool Special Programs: End of marking period: GPA, Grades, Attendance, Discipline	No baseline data - new goal.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Parent/Teacher Conferences: End of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					discipline issues will not rise above 2% of the student body.
College/Career Counseling: Calendar of SED college and career events and student surveys.	No baseline data - new goal.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Expand Spanish AP Courses and add Spanish for Spanish Speakers: Creation of pathway and participation rates	No baseline data - new goal.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
IEP Specific Tutoring: End of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.				Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					similar rates of disciplinary action.
IEP Specific PD: PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
504 Case Manager: End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs.	No baseline data - new goal.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
504 Specific Tutoring: End of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.				Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
504 Specific PD: PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Actions and services for all unduplicated students	Action #1 is focuses on providing unduplicated students support through extended year services, monitoring, on-time supports, outreach, food services and family assistance.	\$150,000.00	No Yes
2	English Language Learner specific actions and interventions	Action #2 provides targeted English Learner interventions via case management and professional development	\$52,500.00	Yes
3	Socio-Economically Disadvantaged (SED) specific actions and interventions	Action #3 targets SED students and families with intensive college planning, monitoring, and expansion of AP courses targeted at SED communities.	\$45,000.00	Yes
4	IEP specific actions and interventions	Action #4 provides targeted IEP interventions via case management and professional development	\$2,500.00	No
5	504 specific actions and interventions	Action #5 provides targeted 504 interventions via case management and professional development	\$27,500.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Goal #2: Provide a safe and caring learning environment. Focused on creating a safe and caring environment in which students feel that their mental, physical and emotional needs are met in order to take on a rigorous curriculum.

An explanation of why the LEA has developed this goal.

UPA has demonstrated time and again that students who attend the LEA are motivated academically. Maintaining the academic success for all cannot be achieved without students feeling emotionally safe, have a sense of belonging, and develop strong peer to peer relationships. How students are welcomed and supported when first coming to UPA is critical and why we prioritize WINK, school rallies, celebrations and other opportunities for students to feel connected. Internal polling and the California Healthy Kids Report demonstrates that students at UPA have a desire to round out their high school experience by pursuing passions that might not be covered in the coursework. Students have requested to participate in more clubs, competitive clubs, sports, and performing arts. UPA has an obligation to create a safe and caring environment, an active safety plan and ongoing emergency training and drills helps students to feel secure in the event of an emergency. Finally, UPA continues to see a growing need to support the social-emotional needs of our students - and we can accomplish this support through a host of courses, classes, and counseling.

This Goal addresses California's Eight State Priorities: 5 Pupil Engagement, 6 School Climate, 8-Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Support current clubs and continue to foster the development of new clubs Success will be measured by the number of school clubs and the	UPA currently has 20 clubs and approximately 250 active members with over 350 students demonstrating interest. (Fall of 2020 data from club day)				UPA will host 25 clubs with an active membership of over 500 students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage of students participating in school clubs.					
Maintain and expand current athletics programs Success will be measured by the number of students participating in the established sports programs and the student athletes' marking period GPAs	No current baseline data - athletics was paused during the 2020-2021 school year. Starting in Fall of 2021, we are hoping to open up 13 high school teams (varsity and JV) as well as 4 middle school teams. Total participation would be 240 students maximum.				UPA will host 16 High School Teams and 6 Middle School teams with a total participation count of 350 students.
Visual and Arts Competitions, Demonstrations, and Installations Success will be measured by the number of students participating in the demonstrations, competitions, and installations.	No Baseline - New Metric				By June 2024, 15% of the student body will participate in one visual art competition, demonstration, or on-site art installation
Drama and Music Performances Success will be measured by the number of students	No current baseline data - performing arts were paused during the 2020-2021 school year.				By June 2024, 25% of the student body will participate in at least one performing arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participating in the program and the number of events UPA is participating in or putting on.					event occurring after school.
Competitive Clubs Success will be measured by the number of students participating in the clubs, competitions, and events.	No Baseline - New Metric				By June 2024, at least 3 competitive clubs will be established and actively participating in regional competitions.
WINK Measured by student participation and the number of students participating in grade level leadership activities and student activities. Group activities in the classroom are focused on developing collaboration and leadership skills.	No current baseline data - WINK activities were paused during the 2020-2021 school year.				By June 2024, 100% of 7th graders will have participated in the WEB (where everyone belongs) summer orientation and schoolyear activities. 90% of 9th graders will participate in the LINK summer orientation and schoolyear activities. WEB and LINK will have hosted at least one event per marking period.
ASB Schoolwide Activities and Rallies Measured by student participation and the number of students	No current baseline data - student activities were paused during the 2020-2021 school year.				By June 2024, ASB will hold 4 schoolwide rallies and 5 lunchtime activities. 75% of the student body will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participating in grade level leadership activities and student activities					participate in the lunchtime activities. ASB will help facilitate and host 1 grade level activity per semester through the grade level student governance with at least 25% of students participating.
Schoolwide Celebrations Measured by student participation.	No current baseline data - schoolwide celebrations were paused during the 2020-2021 school year.				By June 2024, UPA will host on-site semester awards celebrating 2 students from each grade level that represent our school values. UPA will host 2 of these events during the year.
Middle School Leadership Class Measured by student success in the course, school activities participated in and produced by the class.	No Baseline - New Metric				By June 2024, the UPA middle school leadership class will host 1 middle school rally and will lead the 7th and 8th grade class events for ASB.
Safety Plan Success will be measured by the development and sign off of the safety plan by all committee members and	No Baseline - New Metric				By June 2024, UPA will host regular safety committee meetings made up of students, staff, parents and administrators. UPA will host 3 meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
acceptance of the plan by the UPA School Board.					per semester and will be active in the evaluation, development, and adjustments of the safety plan and goals.
Emergency Training and Drills Success will be measured by the number of safety drills and logs identifying strengths and areas for improvement.	No current baseline data - emergency drills were paused during the 2020-2021 school year.				By June 2024, UPA will host 12 schoolwide emergency drills throughout the school year. 2 of the events will be student created and led, facilitated by administration.
School Nurse Success will be measured by the hiring of a part time school nurse, and with community surveys for parents and students that measure customer service, use of resources, and impact on campus.	No Baseline - New Metric				By June 2024, UPA will have an established part time school nurse and stakeholder surveys will demonstrate that the nurse is a value to UPA.
GROW Measured by student participation in Grow, and the number of students participating in grade level leadership activities and student activities.	20 students participated in the GROW Program. No baseline data based on new metrics.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Group activities in the classroom are focused on developing collaboration and leadership skills.					not rise above 2% of the student body.
RESH 180 Measured by student participation in RESH, and the number of students participating in grade level leadership activities and student activities. Group activities in the classroom are focused on developing collaboration and leadership skills.	15 students participated in the RESH 180 program. No baseline data based on new metrics.				85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Mental Health Services Participation rates	During the 2020-2021 school year, 75 students were seen, 27 students were exited and 48 students remained in service. 13 students qualified for low need, 14 students were designated as moderate need, and 21 students were determined as high need and are met with weekly				By June 2024, student use rates in the high need area will decrease by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Eduguide Participation rates and student/staff feedback	No Baseline - New Metric				By June 2024, 30% of the student body will actively use Eduguide as a mental health support.
Staff Newsletter Calendar of published newsletters	As of April 2021, 32 staff newsletters were published. That equates to 1 newsletter per week.				By June 2024, A weekly newsletter will be published with information from all directors.
Weekly Announcements to Community Calendar of published newsletters and read rates.	No Baseline - New Metric				By June 2024, A weekly newsletter will be published in English and Spanish
Student Newsletter Calendar of published newsletters starting in August 2021	No Baseline - New Metric				By June 2024, A weekly newsletter will be published.
Social Media Outreach Publish and read rates.	No Baseline - New Metric				By June 2024, an established official UPA social media presence will be established on all major social media platforms with weekly updates.
Coffee Talks Attendance Rates. Starting in August 2021.	No Baseline - New Metric				By June 2024, UPA will host 6 parent/community coffee talks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					throughout the year and 10% of the parent community will be in attendance
Lunch Talks Attendance Rates. Starting in August 2021	No Baseline - New Metric				By June 2024, UPA will host 10 student lunch meetings with various groups of students
Yearly Surveys Survey Results. Starting in June of 2021.	No Baseline - New Metric				By June 2024, UPA will have an established set of stakeholder surveys and have 3 years of data to evaluate progress from.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain existing extracurricular opportunities and identify potential areas for expansion in order to create more points of connection between students, their peers, and UPA	Action #1 addresses culture building through the expansion of athletics, clubs, visual and performing arts	\$42,000.00	No
2	Maintain or expand schoolwide activities that allow for students to bond with their peers, celebrate	Action #2 addresses a safe and caring learning environment through peer to peer interactions	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
	their diverse backgrounds, or unite as a student body			
3	In order to create a safe and caring campus continue to improve upon the current safety plan and expand the emergency training and add a school nurse	Action #3 addresses creating a safe learning environment by focusing on physical safety, student health and social emotional supports	\$25,500.00	No
4	Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	Action #4 addresses student development of executive functioning and continued social emotional supports	\$35,000.00	Yes
5	Continue to build on the communication and feedback pathways that have been established	Action #5 addresses stakeholder community development through increased information sharing and collaborative workgroups	\$4,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Since the mission of UPA is to prepare students to excel in the best colleges and universities in the nation, this goal is focused on ensuring that students receive the counseling and academic support needed to make the dream of college a reality.

An explanation of why the LEA has developed this goal.

This Goal addresses California's Eight State Priorities: 1- Basic Services, 3 Parent Involvement, 7-Course Access, 8-Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implement Naviance, a 4-year planner, as our primary college admission tracker and scheduler Naviance provides students with self-assessment tools for discovering interests, strengths, and personality types. It guides students toward relevant career options, college choices, scholarship opportunities, and academic planning. Students visit multiple UC/CSU campuses during their high school years, and this	No Baseline - New Metric				By June 2024, 100% of students will be active in Naviance and use rates will demonstrate that students use the counseling service at least three times per year in grades 9-10, 4-6 times during grade 11, and at least 9 log ins during the senior year - first semester. 100% of seniors will have applied to at least 1 college or university and uploaded their personal statement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>program compiles all the data and application information for those schools in one place. Student use rates, college tracker data, and common application completions</p>					
<p>Regular college going counseling meetings with the community throughout the year. The UPA counseling team provides grade-level meetings with students and parents to review academic progress, the college going process, and what resources UPA students have for academic and college support. Community participation rates and calendar of events.</p>	<p>Currently counselors meet with the families in the fall semester and starting in 2022, there will be a second meeting to coincide with the release of the student credit inventories.</p>				<p>By June 2024, grades 7-8 will have three college going parent nights with one of the nights reviewing the transition from middle to high school. Grades 9-10 will have one college night per semester (either in person or digital). Grade 11 will have 3 college nights and one night in the summer. Seniors will have 4 college nights during the first semester of the 12th grade year and 2 in the spring. All meetings will be either digital or in person.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Implement college tours and field trips to help students see that their dreams of college success can be a reality</p> <p>UPA provides two critical college field trips per year. The first is a whole school college field trip in which each grade level visits a specific local college or university for a campus tour. By the time a student graduates UPA, they will have toured most of the local exemplary universities in the Bay Area. The second field trip is the Junior college trip that takes the entire Junior class to Southern California to visit the top schools in the LA area as well as UC Merced.</p> <p>Student surveys and calendar of events.</p>	<p>UPA provides two critical college field trips per year. The first is a whole school college field trip in which each grade level visits a specific local college or university for a campus tour. By the time a student graduates UPA, they will have toured most of the local exemplary universities in the Bay Area. The second field trip is the Junior college trip that takes the entire Junior class to Southern California to visit the top schools in the LA area as well as UC Merced.</p>				<p>By June 2024, UPA will be 100% returned to the annual college visits.</p>
<p>Develop on-site college days that bring</p>	<p>No Baseline - New Metric</p>				<p>By June 2024, UPA will have small group presentations from all</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college success to the campus Student participation rates. Counselors will reach out to and coordinate with top universities across the nation to provide on site presentations in order to expose students to the breadth of college choices open to a UPA student.					local colleges/universities and at least three or 4 out of state or private universities.
Credit Inventories Counselors will send home credit inventories that monitor a student's progress toward graduation and completion of the A-G coursework required for college acceptance. Grades 9-11 will receive a credit inventory, including work that must be completed in order to keep the college dream a reality. Seniors will receive a credit inventory before the	No Baseline - New Metric				By June 2024, students in grade 9 and 10 will receive a grad inventory letter during the spring semester. Grade 11 will receive a grad inventory in the fall and spring semester. Senior grad inventories will be sent home during the summer before the 12th grade year starts and before the start of the 5th marking period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
end of the first marking period and then before the start of the sixth marking period.					
<p>AVID The AVID elective, which features AVID strategies, helps first-generation students, English Learners, and low socioeconomic status students to navigate the college preparation and application process in ways that allow them to overcome the extra challenges they face above and beyond their peers. Student participation rates, end of marking period: GPA and Grades, college admission rates.</p>	UPA currently has a 7/8 Avid course and a 9-12 Avid course.				By June 2024, UPA will have AVID sections for grades 7/8, 9/10, and 11/12. With a total student population of 60 students.
<p>Seminar Seminar, formerly known as Advisory, is a once a week course designed to help</p>	As of April, 2021, UPA has Seminar courses in every grade level. The curriculum varies each year. Student				By June 2024, students surveys will demonstrate the importance and value of Seminar and that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students learn about the college and career culture, support their social and emotional mental health, and to build stronger relationships with their peers and instructors. Student participation rates, Seminar grades, student survey on curriculum.	surveys have not been conducted in a number of years so this is a new baseline.				the course material is meeting the needs of the students. 90% of all students will pass seminar
Credit Inventory Counseling Sessions Starting in the spring of 2022, counselors will meet with students in Seminar to review the credit inventories and help students to reflect on their challenges/successes and to map a path to college admission. Student participation rates, student survey on confidence about path to college.	No Baseline - New Metric				By June 2024, students in grades 7/8 will have had one meeting per year with their counselor to review their progress towards high school promotion. Grade 9 will have held 2 meetings to review grades and credit inventories. Grade 10 and 11 will have had 4 meetings to review academic progress and grade 12 will have had 3 meetings in the first semester.
Credit Recovery Opportunities Students who have	During the 2020-2021 school year 42 students participated				By June 2024, UPA will offer winter credit recovery courses in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
not yet successfully completed an A-G approved course will be given an opportunity to make up that course in summer school. In many cases, students will work with the teacher to come up with a plan to make up a first semester grade during the 2nd semester. End of marking period: GPA and Grades.	in the Winter Break and Spring Break make up sessions. Of the 42 students, 38 have successfully completed the make-up work.				English, Math, Physical Education, Science and Social Science. 50 Students will participate and compete their work.
Edgenuity Students who have not yet successfully completed an A-G course and can not make it up over the summer can take an online course through a digital platform – Edgenuity. End of marking period: GPA and Grades.	No Baseline - New Metric				By June 2024, all students deficient in credits will have made up at least 75% of their deficient credits the summer before the start of the next school year.
Essay Preparation and Completion Starting in the Junior year, students will work with their English teachers, Seminar teachers, and	No Baseline - New Metric				By June 2024, 100% of Juniors becoming seniors will have attended a college essay writing seminar and submitted a letter into Naviance.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>counselors to plan out their college essay(s). A summer bootcamp is completed during the summer before the Senior year. During the Senior year, English teachers and counselors provide in-class and after-school support to help ensure every student completes their college essay. Completion rates of college essays uploaded into Naviance.</p>					
<p>College Application Drive During the fall of the senior year, counselors and Seminar teachers work with each student to ensure they apply for at least 2 different colleges or universities based on their qualifying GPA, SAT scores, and application essay. College application completions reported to Naviance.</p>	<p>No Baseline - New Metric</p>				<p>By June 2024, 100% of all Seniors will complete and submit at least 1 college application.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Application Counseling Nights During the fall of the senior year, counselors hold several college application nights to educate families on the process of applying to university. Participation rates of families.	No Baseline - New Metric				By June 2024, UPA will hold 2 evening and 2 weekend college application drives led by either the counselors or consultants. 85% of the students will attend 1 or more of the events.
FAFSA Application Drive Counselors hold several after-school and evening events to help families successfully complete the FAFSA. FAFSA submission rates as reported by the FAFSA website.	No Baseline - New Metric				By June 2024, UPA will host 2 FAFSA evenings and 1 weekend training to help families apply for the financial aid, led by either the counselors or consultants.
Naviance Scholarship Drive Counselors and Seminar teachers will help students in the spring semester to use Naviance to identify and apply for potential scholarships. Student scholarship applications.	No Baseline - New Metric				By June 2024, UPA will host 1 spring Scholarship drive in which students will use Naviance and apply for at least 1 scholarship run by UPA or through Naviance.
College Acceptance Celebration Counselors will host	UPA has held a student only college acceptance				By June 2024, UPA will hold a schoolwide celebration in which

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>an evening event for the graduating seniors and their families to celebrate their acceptance to the college of their choice. Counselors will present students with a banner or a shirt of the college they chose. Family participation rates.</p>	<p>celebration in the past. A family celebration will be a new metric.</p>				<p>families and students can celebrate their acceptance to college/university</p>
<p>Senior Project By the time a senior graduates from UPA, they will have written a successful college level paper, completed their university applications, developed an academic resume, submitted their FAFSA, applied for scholarships, reflected on a career interest survey, completed a well-written job resume (with references), developed budget and finance skills, identified their strengths and future challenges, and made</p>	<p>No Baseline - New Metric</p>				<p>By June 2024, 100% of all seniors will have participated and presented their senior project.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
an impact on UPA. Senior Project Completion Rate and Seminar Grade.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college admission and success.	Action #1 focuses on college/university education and counseling in order to help students develop an independent college going mindset and drive.	\$15,000.00	No
2	Create an independent college going student culture centered on student ownership of the college preparation path	Action #2 keeps the college dream a reality through targeted outreach, education, and credit recovery options	\$105,000.00	No
3	Assist students with their college applications and graduate from UPA prepared for college and career success.	Action #3 seeks to make the college dream a reality through guided support of the college application process and making college affordable.	\$10,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Continue student academic growth as demonstrated in the CAASPP through the development, implementation and monitoring of course level growth assessments.

An explanation of why the LEA has developed this goal.

Goal #4 is designed to align the individual departments to help improve student success through coordination, vertical alignment, professional development, and creating a data-driven decision-making process as a staff culture when analyzing student success.

This Goal addresses California's Eight State Priorities: 2-Implementation of State Standards, 4 Pupil Achievement, 5 Pupil Engagement, 8-Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Department Vertical Alignment Departments will work with their teachers to match the current common core standard requirements, course standards, and course skills to develop a curriculum that is aligned to support the academic growth of students from grade 7 through 12. Development and publication of vertical	No Baseline - New Metric				By June 2024, each department will have a document posted on the school website that describes the specific course skills, content standards, and how growth will be measured. The course skills and content standards will demonstrate a path to the capstone course.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
alignment content, skills, and outcomes by department.					
<p>Course Level Assessments</p> <p>Departments will work with their teachers to develop or purchase course level assessments aligned with the vertical alignment that will assess student growth based on measuring students pre-course, mid-course and end-of-course.</p> <p>Implementation of course level assessments in each department.</p>	No Baseline - New Metric				<p>By June 2024, each course will use an in-house or approved external assessment tool that will be used to measure student growth. By June 2024, we will have had 3 years of course data and the start of a longitudinal study. By June 2024, 85% of students will demonstrate growth in each of their courses.</p>
<p>Culturally Responsive Teaching Pedagogy Professional Development UPA will continue to partner with Silicon Valley/Santa Cruz New Teacher Project to provide culturally responsive teaching pedagogy. The focus of professional development is to help identify, develop, and</p>	No Baseline - New Metric				<p>By June 2024, staff will have participated in 4 years of professional development. Stakeholder surveys will demonstrate that UPA provides a rigorous curriculum and is able to help students achieve the learning targets based on recognizing and building off of each</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
implement curriculum that helps students move from being dependent learners to independent learners. Teacher surveys, non-evaluatory classroom walkthroughs, student surveys as well as student performance on course assessments.					individual student strengths. Non-evaluatory walkthroughs will demonstrate that students are aware of the daily learning targets, the larger learning goals and can demonstrate that they understand what they need to do in order to achieve their learning targets.
Course-Specific Workshops and Professional Development UPA prides itself on supporting teachers to seek out, attend and implement professional development opportunities found through conferences or other learning opportunities Teacher participation rates.	No Baseline - New Metric				By June 2024, UPA will host two teachers teaching teacher workshops per year in which members of each department will share professional development they have attended in the past two years and tested in their classroom.
Grade level assessments for grades 7-10 The math department will continue to use the NWEA assessment as	No Baseline - New Metric				By June 2024, 95% of all unduplicated students will perform at or above their grade level norm.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a pre-, mid- and post-course assessments growth and as a method for determining if students can accelerate in their math course. NWEA growth results.					
Middle School Support Courses UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development. End of marking period: GPA and Grades in the core course, NWEA growth results.	No Baseline - New Metric				By June 2024, 100% of students participating in the support course will earn a C or higher in their core course and demonstrate growth on the course level assessment.
High School Support Courses UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development. End of marking period: GPA and Grades in the	No Baseline - New Metric				By June 2024, 100% of students participating in the support course will earn a C or higher in their core course and demonstrate growth on the course level assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
core course, NWEA growth results.					
Grade level assessments for grades 7-10 The department will continue to use the NWEA assessment as a pre-, mid- and post-course assessments growth. NWEA growth results.	No Baseline - New Metric				By June 2024, 95% of all unduplicated students will perform at or above their grade level norm.
Middle School Support Courses UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development. End of marking period: GPA and Grades in the core course, NWEA growth results.	No Baseline - New Metric				By June 2024, 100% of students participating in the support course will earn a C or higher in their core course and demonstrate growth on the course level assessment.
High School Support Courses UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill	No Baseline - New Metric				By June 2024, 100% of students participating in the support course will earn a C or higher in their core course and demonstrate growth on the course level assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
development. End of marking period: GPA and Grades in the core course, NWEA growth results.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support CAASPP success through the development, implementation and monitoring of course level growth assessments.	Action #1 aligns course content standards and skills to their capstone courses. Furthermore, the results of the alignment and greater understanding of student growth will improve instructional practice. The end result will be all students, including unduplicated students will perform at or above their grade level on all national standardized exams.	\$19,500.00	No
2	Improve student success in Math CAASPP results through structured support and vertical assessments in math.	Action #2 stresses the importance of math success for all students, especially unduplicated students. The addition of support courses, course level assessments, and an emphasis on grades 7-10 will ensure that all students will perform at or above grade level in all local and national assessments.	\$7,000.00	Yes
3	Improve student success in English CAASPP results through structured support and vertical assessments in English.	Action #3 stresses the importance of math success for all students, especially unduplicated students. The addition of support courses, course level assessments, and an emphasis on grades 7-10 will ensure that all students will perform at or above grade level in all local and national assessments.	\$7,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Create and provide enrichment for students to challenge themselves through opportunities to take on rigorous courses either on-site, digitally, or through a local college

An explanation of why the LEA has developed this goal.

UPA students are motivated to make the dream of college success a reality and desire opportunities to expand their academic horizons or to take more advanced courses. Goal #5 is focused on providing multiple opportunities to access a wide breadth and depth of courses while attending UPA.

This Goal addresses California's Eight State Priorities: 4 Pupil Achievement, 5 Pupil Engagement, 7-Course Access, 8-Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Bootcamp is targeted at students who qualify as unduplicated and will be attending their first AP course at UPA. Students will participate in a 3-week course that will give them the tools and skills necessary to succeed in the AP course as well as time to complete the summer work for the AP course with tutoring assistance.	No baseline data - new goal.				By June 2024, all subject areas will hold an in-person or virtual AP Bootcamp before the start of the 2024-2025 school year. At least 70% of the students will participate in the AP preparation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Participating students' success rates during the year in the AP course and the retention rate (students taking a 3rd AP course in addition to the 2 required for graduation) of said students in the next year.</p>					
<p>AP Course Awareness Counselors will work with AP Teachers to create an AP course fair in which teachers can demonstrate the learning opportunities and commitments required for the AP Course. Students would gain more insight about the various course offerings and learn more about what it takes to find academic success in an AP course Student participation rates in the AP course fair and subsequent sign ups.</p>	<p>No baseline data - new goal.</p>				<p>By June 2024, 100% of students in the 9th, 10th, and 11th grade will participate in the AP Course Awareness and will have participated in the AP Course Balance session intended to help students balance the work load of taking an AP course and the impact of taking multiple AP courses simultaneously.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>AP Course Expansion UPA Administration and Department Chairs will work to identify areas of potential AP course expansion within each department. Current potential expansion areas are in Visual Art, Digital Art, and Physics. Student participation rates in the AP course fair and subsequent sign ups for the new courses.</p>	No baseline data - new goal.				By June 2024, UPA will continue to offer the current number of AP Courses (12) and will expand to offer an AP science (Physics or Environmental), AP
<p>Summer Enrichment Courses Counselors will poll students on potential areas for enrichment that will allow students to broaden their experience. Summer enrichment courses could be electives that are not normally offered during the school year. Student Participation Rates.</p>	No baseline data - new goal.				By June 2024, UPA will offer enrichment courses in Art, World Language, Math, Science and Engineering. 125 students will participate in the courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Winter Quarter Edgenuity Courses</p> <p>Students who are struggling or want to improve on a 1st semester course due to low grades will be given the opportunity to take a similar course through our Edgenuity platform. The outcome of the Winter Quarter is that the student would find success in the second semester of the course and continue onto the next level in the course sequence. Student Participation Rates.</p>	<p>During the 2020-2021 school year 42 students participated in the Winter Break and Spring Break make up sessions. Of the 42 students, 38 have successfully completed the make-up work.</p>				<p>By June 2024, UPA will offer winter credit recovery courses in English, Math, Physical Education, Science and Social Science. 50 Students will participate and compete their work.</p>
<p>Elective Course Awareness</p> <p>Counselors will work with Departments to create an elective fair in which teachers can demonstrate the learning opportunities that each department offers in an attempt to broaden the student's academic horizons.</p>	<p>No baseline data - new goal.</p>				<p>By June 2024, UPA will hold an electives fair (in person or digitally) and 97% of 7th - 11th grade students will participate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student participation rates in the fair and subsequent sign ups.					
Expansion of Electives in each Department UPA Administration and Department Chairs will work to identify areas of potential course expansion within each department. Current potential expansion areas are in English, Computer Science, and Math. Student Participation Rates.	As of April, 2021, UPA has not added any new elective courses in 3 years.				By June 2024, UPA will have added electives in Art, English Computer Science, Engineering and Math.
UPA currently offers students the opportunity to attend community college courses free of charge. Students need to work with their counselor to identify potential courses and complete the application process. Student Participation Rates.	During the 2019-2020 school year, 48 students took concurrent community college courses. The 2020-2021 count was interrupted by COVID and student access to community college courses.				By June 2024, 10% of the student body will be concurrently enrolled in a community college course during the school year or over the summer.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase awareness of and access to rigorous coursework	Goal #5 and subsequent action item are focused on providing students the background and exposure to a wide range of challenging courses that will give students a well rounded college preparation experience. In addition to the awareness campaign, students and families have requested opportunities to enrich a students academic resume through summer, online, and community college courses. The addition of the winter quarter make up session will allow students to stay on track to ensure their ability to continue taking challenging coursework.	\$32,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

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

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

Required Descriptions

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$372,500.00	\$247,000.00			\$619,500.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$374,000.00	\$245,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income English Language Learners, Socio-Economically Disadvantaged, and underrepresented students	Actions and services for all unduplicated students	\$75,000.00	\$75,000.00			\$150,000.00
1	2	English Learners	English Language Learner specific actions and interventions	\$52,500.00				\$52,500.00
1	3	English Learners Foster Youth Low Income	Socio-Economically Disadvantaged (SED) specific actions and interventions	\$45,000.00				\$45,000.00
1	4	Students with Disabilities Students qualifying as IEP students	IEP specific actions and interventions	\$2,500.00				\$2,500.00
1	5	English Learners Foster Youth Low Income focused on students qualifying for 504 services	504 specific actions and interventions	\$27,500.00				\$27,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	Maintain existing extracurricular opportunities and identify potential areas for expansion in order to create more points of connection between students, their peers, and UPA	\$22,000.00	\$20,000.00			\$42,000.00
2	2	All	Maintain or expand schoolwide activities that allow for students to bond with their peers, celebrate their diverse backgrounds, or unite as a student body	\$25,000.00	\$15,000.00			\$40,000.00
2	3	All Students with Disabilities Students with IEPs designated as OHI	In order to create a safe and caring campus continue to improve upon the current safety plan and expand the emergency training and add a school nurse	\$15,500.00	\$10,000.00			\$25,500.00
2	4	English Learners Foster Youth Low Income	Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	\$30,000.00	\$5,000.00			\$35,000.00
2	5	All	Continue to build on the communication and feedback pathways that have been established	\$4,000.00				\$4,000.00
3	1	All Students with Disabilities	Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college admission and success.	\$7,500.00	\$7,500.00			\$15,000.00
3	2	All Students with Disabilities	Create an independent college going student culture centered on student ownership of the college preparation path	\$30,000.00	\$75,000.00			\$105,000.00
3	3	English Learners Foster Youth Low Income	Assist students with their college applications and graduate from UPA prepared for college and career success.	\$7,500.00	\$2,500.00			\$10,000.00
4	1	All	Support CAASPP success through the development, implementation and monitoring of course level growth assessments.	\$11,500.00	\$8,000.00			\$19,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	Improve student success in Math CAASPP results through structured support and vertical assessments in math.		\$7,000.00			\$7,000.00
4	3	English Learners Foster Youth Low Income	Improve student success in English CAASPP results through structured support and vertical assessments in English.		\$7,000.00			\$7,000.00
5	1	English Learners Foster Youth Low Income	Increase awareness of and access to rigorous coursework	\$17,000.00	\$15,000.00			\$32,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$254,500.00	\$366,000.00
LEA-wide Total:	\$82,000.00	\$118,500.00
Limited Total:	\$200,000.00	\$275,000.00
Schoolwide Total:	\$82,000.00	\$118,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Actions and services for all unduplicated students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$150,000.00
1	2	English Language Learner specific actions and interventions	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$52,500.00	\$52,500.00
1	3	Socio-Economically Disadvantaged (SED) specific actions and interventions	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$45,000.00	\$45,000.00
1	5	504 specific actions and interventions	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$27,500.00	\$27,500.00
2	4	Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$30,000.00	\$35,000.00
3	3	Assist students with their college applications and	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		graduate from UPA prepared for college and career success.					
4	2	Improve student success in Math CAASPP results through structured support and vertical assessments in math.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$7,000.00
4	3	Improve student success in English CAASPP results through structured support and vertical assessments in English.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$7,000.00
5	1	Increase awareness of and access to rigorous coursework	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$17,000.00	\$32,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

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

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

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

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

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

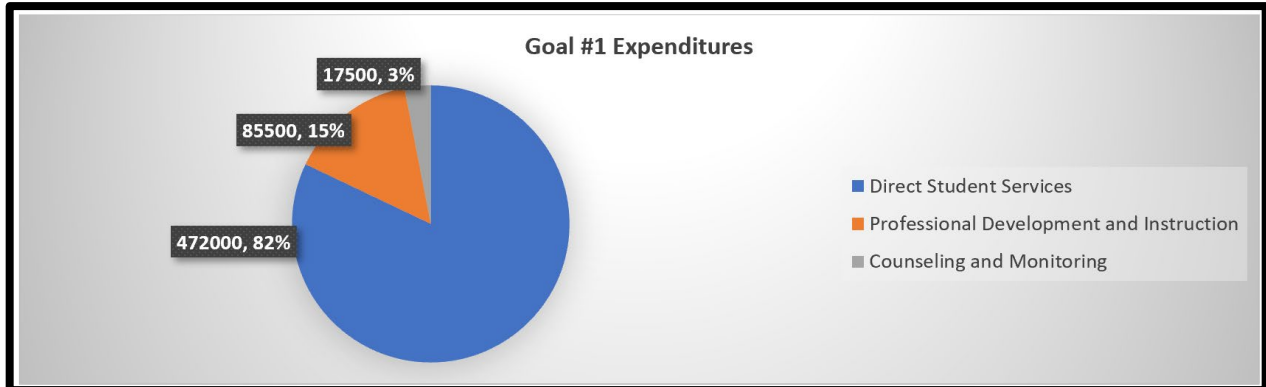
- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

V: Schoolwide Action Plan/SPSA Refinements

2021-2024 LCAP/SPSA

Goal #1: Provide targeted support, intervention, and advancement for UPA's unduplicated students.

County wide comparison data shows that UPA is making tremendous progress with unduplicated students in all core areas and the most recent semester data shows continued growth of all groups. The fact remains that unduplicated students at UPA continue to demonstrate less success than their peer groups. Goal #1 specifically addresses the needs of our unduplicated students on three levels: counseling, instruction, and specific student interventions.



Highlighted areas indicate a new or expanded service

Goal #1: Provide targeted support, intervention, and advancement for UPA's unduplicated students.

Action #1: Actions and services for all unduplicated students

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
7th Grade Bridge	The Mission of the UPA Summer Bridge Program is to help foster a smooth transition of primary school students to the middle school experience. Students exiting the Summer Bridge Program will have gained the necessary tools and motivation needed to be successful in middle, high school and beyond.	Student success rates collected during marking periods and semester grades for the 7 th grade year.	Andrew Yau and Summer School Teachers	\$25,000 for summer school teachers, field trips, lunches and celebrations. Intended to serve 50 students.
8th Grade Fundamentals	Students exiting the 8th Grade Fundamentals Program will have gained the necessary tools and motivation needed to be successful in middle, high school and beyond.	Student success rates collected during marking periods and semester grades for the 8 th grade year. As well as promotion rates to high school.	Andrew Yau and Summer School Teachers	\$25,000 for summer school teachers, field trips, lunches and celebrations. Intended to serve 50 students.
AP Bootcamp	AP Bootcamp is targeted at students who qualify as unduplicated and will be enrolling in their first AP course at UPA. Students will participate in a 3-week course that will give them the tools and skills necessary to succeed in	Student success rates during the year in the AP course and the retention rate (students taking a 3 rd AP course in addition to the 2	Matt Daugherty and Summer School Teacher	\$15,000 for summer school teachers, field trips, lunches and celebrations. Intended to serve 25 students.

	the AP course as well as time to complete the summer work for the AP course with tutoring assistance.	required for graduation) of said students in the next year.		
Core Course Assessments	Core classes are defined as English, Math, Science, and Social Science. Each department will identify or create course level assessments given at the start, end of semester 1 and end of semester 2 for courses intended to go from grades 7-10. The assessments in English and Math are currently NWEA and Math XL. Science and Social Science can use a similar program or create their own.	Each core course will share their growth data throughout the year.	Matt Daugherty and Department Chairs	\$30,000 for assessment costs
Data Analysis Systems	A data analysis system that allows for the school to look at macro and micro student trends is needed to identify areas of success, challenge, and growth. The data system should be able to easily move from whole school data down to grade level, unduplicated students, course data (including core course assessments), and finally down to the individual student.	The data analysis system should be in place no later than August 1, 2021.	Matt Daugherty and Department Chairs	\$7500 for data analysis system and professional development costs.
Food Services	UPA has a responsibility to provide a hot lunch to students who qualify for free and reduced lunch. UPA has partnered with MyGreenLunch to provide hot meals and to give all students the ability to order an individually packaged hot lunch	Monthly lunch orders will be evaluated to determine success.	Andrew Yau and Support Services Specialist	\$30,000 for food services
Grade Recovery	In the event a student does not pass a core class, UPA is prepared to provide grade recovery programs through an online portal (Edgenuity) and a live summer school program.	Counseling reports based on number of students on track and off track for graduation.	Andrew Yau, Matt Daugherty and Counseling Team	\$30,000 for staffing and Edgenuity licenses.
Horton Connect	During Distance Learning, UPA provides on-site learning opportunities for students who do not have the ability to achieve academic success at home.	Student success rates collected during marking periods and semester grades. Participation rates will also be used to evaluate the effectiveness of the program.	Andrew Yau	\$85,000 for staffing
Monthly Grade Level Meetings	Teachers will meet in grade level meetings to coordinate large project due dates, instructional best practices, and to discuss struggling students	Student success rates collected during marking periods and semester grades.	Jean Mastrogiacomo and Grade Level Facilitators	\$0

	and potential solutions such as interdisciplinary projects.	Student success on core course assessments will also be evaluated.		
MTSS Administration	Administrators, Counselors, and support staff will meet monthly to review the MTSS process, student pathways through the process, and potential glitches and solutions.	End of marking period: GPA, Grades, Attendance, Discipline	Jean Mastrogiacomo	\$0
Parent University	Connecting parents, struggling students, teachers, and support staff to provide pathways for student success.	Calendar of events, participation rates, and student success through attendance, grades, and behavior	Andrew Yau	\$8000 for teacher and staff overtime and food for the families.
Professional Development	UPA will continue to partner with Silicon Valley/Santa Cruz New Teacher Project to provide ongoing Culturally Responsive Teaching background, tools, reflections and methodologies to improve student success.	Student success rates collected during marking periods and semester grades. Student success on core course assessments will also be evaluated.	Professional Development Coordinator and BTSA Coordinator	\$15,000
SST/ILP Services	Individualized parent, teacher, counselor, administrator, and student meetings to identify potential areas of learning challenges and solutions. SST or Student Study Team is a Tier 2 support that can connect students with specific support classes and programs. The ILP or individual learning plan is a Tier 3 support that tests out specific learning accommodations and can potentially lead to a 504 or IEP.	End of marking period: GPA, Grades, Attendance, Discipline	Jean Mastrogiacomo	\$3500 for teacher overtime
Student Support Services	UPA has created a support services specialist position that proves outreach, home visits, attendance reviews, parent inclusion, and serves as a liaison to the community. The purpose is to identify students who have shown attendance, grade, or behavior challenges and connect them and/or the family to services.	End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs	David Porter and Support Services Specialist	\$70,000 for staffing
Support Classes	GROW	Baseline and end of marking period: GPA, Grades, Attendance, Discipline	Jean Mastrogiacomo	\$25,000 for staffing
	RESH 180	Baseline and end of marking period: GPA, Grades, Attendance, Discipline	Jean Mastrogiacomo	\$25,000 for RESH 180 services and student experiences and celebrations

Technology Assistance	A digital divide continues to exist. During distance learning, UPA has closed this gap by providing laptops, hotspots, cameras and noise cancelling headsets. This loan program will continue after the return to in-person instruction	Students check-out rates and monitoring of student success rates collected during marking periods and semester grades.	Tom Guevara	\$15,000 for replacement equipment
Translation Services	The population of UPA continues to expand and in order to increase our connections to the community and to improve communication during staff and family meetings, UPA has contracted with a translation service to assist in translating meetings and documents for parents.	Use rates and parent surveys.	Jean Mastrogiacommo	\$3500 for translation services
Tutoring, Office Hours, Learn IT	Extended learning opportunities are a hallmark of UPA's success along with students having direct access to their instructors. The Learn IT program is a peer-to-peer tutoring service.	Student use rates and student success rates collected during marking periods and semester grades.	Jean Mastrogiacommo	\$5000 for hourly tutoring rates

Goal #1: Provide targeted support, intervention, and advancement for UPA's unduplicated students.

Action #2: English Language Learner specific actions and interventions

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
EL Case Manager	A TOSA (Teacher On Special Assignment) position that is focused on developing specific learning strategies that are specific to each English Language Learner's needs and implemented by the teacher. The case manager then monitors the progress of the ELD plan, works with the student, updates the teachers, and has regular meetings with the family. The position is similar to the IEP case manager model.	End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs.	Matt Daugherty and ELD Case Manager	\$50,000 for .6 release time for TOSA position
EL Specific Professional Development	EL Case Manager will coordinate with the Professional Development Coordinator to create, develop, and instruct staff on how to successfully scaffold lessons to help EL students succeed in their courses.	PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	EL Case Manager and PD Coordinator	\$2500 to develop curriculum
EL Tutoring	EL Case Manager will set aside one day a week to specifically provide after school tutoring for EL Students. EL Case Manager will work with Learn It	End of marking period: GPA, Grades, Attendance, Discipline	EL Case Manager and Jean Mastrogiacommo	\$0 in additional funds

	to provide peer and adult tutors for EL students.			
PLP and 4 year Planning	EL Case manager will coordinate with the counseling team to develop PLP (personal learning plans) and 4 year plans for each EL student that maps out a plan to take the student from their current grade level to college success.	Review of PLP and 4 Year plans in Naviance	EL Case Manager and Head Counselor	\$0 in additional funds
PowerSchool Special Programs	Powerschool provides the ability to monitor and share modifications and accommodations with staff. These functions will be better utilized and monitored by staff.	End of marking period: GPA, Grades, Attendance, Discipline	Jean Mastrogiacomo	\$0 in additional funds

Goal #1: Provide targeted support, intervention, and advancement for UPA's unduplicated students.

Action #3: Socio-Economically Disadvantaged (SED) specific actions and interventions

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
PLP and 4 year Planning	The Counseling team will develop PLP (personal learning plans) and 4 year plans for each SED student that maps out a plan to take the student from their current grade level to college success.	Review of PLP and 4 Year plans in Naviance	Head Counselor	\$0 in additional funds
Parent/Teacher Conferences	UPA will create a special schedule once per semester that frees up teacher time to hold Parent Teacher conferences specifically for SED students and their families.	End of marking period: GPA, Grades, Attendance, Discipline.	Matt Daugherty	\$10,000 in OT for teachers meeting after school hours
College/Career Counseling	See PLP and 4 Year Planning, plus provide specific college and career opportunities for SED students with the goal of connecting SED students with counseling from older students who are also SED.	Calendar of SED college and career events and student surveys.	Head Counselor	\$10,000 for College and Career learning opportunities
Expand Spanish AP Courses and add Spanish for Spanish Speakers	Provide a pathway for students who speak Spanish at home to complete their bilingual certification and to enter college having met their foreign language	Creation of Pathway	Matt Daugherty and Head Counselor	\$25,000 for increase in Full Time Employment (FTE)

	requirement as well as AP course credits.			
PowerSchool Special Programs	Powerschool provides the ability to monitor and share modifications and accommodations with staff. These functions will be better utilized and monitored by staff.	End of marking period: GPA, Grades, Attendance, Discipline.	Jean Mastrogiacomo	\$0 in additional funds

Goal #1: Provide targeted support, intervention, and advancement for UPA's unduplicated students.

Action #4: IEP specific actions and interventions

Planned Action	Description	Measurement or Evaluation	Responsible Part	Proposed Expenditure
PLP and 4 year Planning	IEP Case Manager will coordinate with the counseling team to develop PLP (personal learning plans) and 4 year plans for each IEP student that maps out a plan to take the student from their current grade level to college success.	Review of PLP and 4 Year plans in Naviance.	IEP Case Manager and Head Counselor	\$0 in additional funds
IEP Specific Tutoring	IEP Case Manager will set aside one day a week to specifically provide after school tutoring for IEP students. IEP Case Manager will work with Learn It to provide peer and adult tutors for IEP students.	End of marking period: GPA, Grades, Attendance, Discipline.	IEP Case Manager and Jean Mastrogiacomo	\$0 in additional funds
IEP Specific PD	IEP Case manager will coordinate with the Professional Development Coordinator to create, develop, and instruct staff on how to successfully scaffold lessons to help IEP students succeed in their courses.	PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	IEP Case Manager and PD Coordinator	\$2500 to develop curriculum
PowerSchool Special Programs	Powerschool provides the ability to monitor and share modifications and accommodations with staff. These functions will be better utilized and monitored by staff.	End of marking period: GPA, Grades, Attendance, Discipline.	Jean Mastrogiacomo	\$0 in additional funds

Goal #1: Provide targeted support, intervention, and advancement for UPA's unduplicated students.

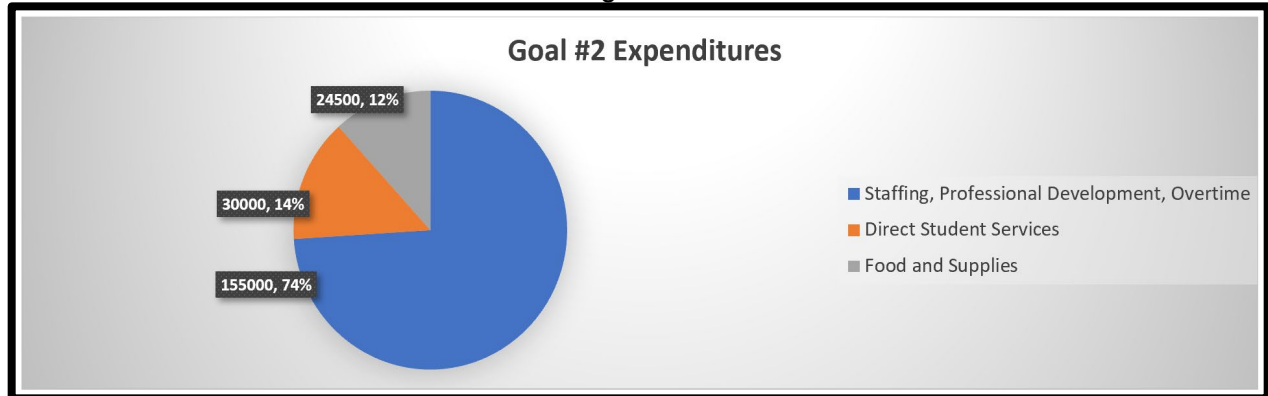
Action #5: 504 specific actions and interventions

Planned Action	Description	Measurement or Evaluation	Responsible Part	Proposed Expenditure
504 Case Manager	A TOSA (Teacher On Special Assignment) position that is focused on developing specific learning strategies that are specific to the 504 Learner's needs and implemented by the teacher. The case manager then monitors the progress of the 504 plan, works with the student, updates the teachers, and has regular meetings with the family. The position is similar to the IEP case manager model.	End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs.	Jean Mastrogiacomo and 504 Case Manager	\$40,000 for .4 release time for TOSA position
PLP and 4 year Planning	504 Case Manager will coordinate with the counseling team to develop PLP (personal learning plans) and 4 year plans for each 504 student that maps out a plan to take the student from their current grade level to college success.	Review of PLP and 4 Year plans in Naviance.	504 Case Manager and Head Counselor	\$0 in additional funds
504 Specific Tutoring	504 Case manager will set aside one day a week to specifically provide after school tutoring for 504 Students. 504 Case manager will work with LearnIt to provide peer and adult tutors.	End of marking period: GPA, Grades, Attendance, Discipline.	IEP Case Manager and Jean Mastrogiacomo	\$0 in additional funds
504 Specific PD	504 Case manager will coordinate with the Professional Development Coordinator to create, develop and instruct staff on how to successfully scaffold lessons to help 504 students succeed in their courses.	PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	IEP Case Manager and PD Coordinator	\$2500 to develop curriculum

Power School Special Programs	Powerschool provides the ability to monitor and share modifications and accommodations with staff. These functions will be better utilized and monitored by staff.	End of marking period: GPA, Grades, Attendance, Discipline	Jean Mastrogiacomo	\$0 in additional funds
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Goal #2: Provide a safe and caring learning environment

Goal 2 is focused on creating a safe and caring environment in which students feel that their mental, physical and emotional needs are met in order to take on a rigorous curriculum.



Highlighted areas indicate a new or expanded service

Goal #2: Provide a safe and caring learning environment

Action #1: Maintain existing extracurricular opportunities and identify potential areas for expansion in order to create more points of connection between students, their peers, and UPA

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
Support current clubs and continue to foster the development of new clubs	School clubs are a direct reflection of student interests and provide a critical opportunity for students to develop socialization skills, leadership, and to connect their passion to a future career or college major. ASB (Associated Student Body) and the ASB Director will provide club days, help advertise club meetings and activities, and include the clubs in schoolwide activities and celebrations. ASB and the ASB Director will advertise the process for students to form a club, and then shepherd a club from an idea into fruition.	Success will be measured by the number of school clubs and the percentage of students participating in school clubs.	ASB (Activities) Director and Andrew Yau	\$5000 for club day festivities and for club advertisement
Maintain and expand current athletics programs	UPA currently has High School Boys and Girls Volleyball, Basketball, Cheerleading,	Success will be measured by the number of	Athletic Director	\$39,000 for supplies,

	<p>Cross Country and Track & Field. In Middle School, the athletic offerings are limited to Boys and Girls Volleyball and Basketball. UPA will continue to endeavor to create more athletic programs - listed in priority:</p> <ol style="list-style-type: none"> 1. Boys and Girls HS and MS Soccer 2. Boys and Girls HS Badminton 3. Boys and Girls HS and MS Tennis 	<p>students participating in the established sports programs and the student athletes' marking period GPAs.</p>		<p>coaching, and competitions</p>
<p>Visual and Arts Competitions, Demonstrations, and Installations</p>	<p>UPA has a vibrant group of students that continue to demonstrate a depth and breadth of talent in both visual and performing arts. UPA will develop a series of events throughout the year that will allow students to display their work. UPA will also develop a process for students to be provided the materials in order to participate in visual or performing arts competitions. Finally, UPA will commission students to create art installations throughout the campus to help foster a sense of community support for the arts.</p>	<p>Success will be measured by the number of students participating in the demonstrations, competitions, and installations.</p>	<p>Art Department Chair and David Porter</p>	<p>\$10,000 for supplies and teacher OT</p>
<p>Drama and Music Performances</p>	<p>The drama and music programs have long been a highlight of UPA and provide our students with many opportunities to show off their musical or theatrical talents. Ongoing support of the programs should allow for more students to perform and for more off-site performance opportunities.</p>	<p>Success will be measured by the number of students participating in the program and the number of events UPA is participating in or putting on.</p>	<p>Cayleigh Coester, Jemal Ramirez, and Andrew Yau</p>	<p>\$15,000 for events, staffing, and field trips</p>
<p>Competitive Clubs</p>	<p>UPA has a number of competitive clubs, including Speech and Debate, Robotics, Coding, and Math. To help support more participation in these events, UPA will assist in covering the cost of the competitions, supplies, and possible expansion of clubs that give students the ability to demonstrate their expertise in a given field.</p>	<p>Success will be measured by the number of students participating in the clubs, competitions, and events.</p>	<p>ASB (Activities) Director</p>	<p>\$10,000 for registration fees, transportation, supplies and possible expansion</p>

Goal #2: Provide a safe and caring learning environment

Action #2: Maintain or expand schoolwide activities that allow for students to bond with their peers, celebrate their diverse backgrounds, or unite as a student body

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
WINK	WEB, which stands for “Where Everybody Belongs,” is a middle school orientation and transition program that welcomes 7th graders and makes them feel comfortable throughout the first year of their middle school experience. Link Crew is the equivalent high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Boomerang Project’s proven transition program trains student mentors to be WINK Leaders (WINK being a portmanteau of WEB and LINK). As positive role models, WINK Leaders are mentors and student leaders who guide incoming 7th and 9th grade students to discover what it takes to be successful during the transition to UPA and/or high school to help facilitate success.	Measured by student participation and the number of students participating in grade level leadership activities and student activities. Group activities in the classroom are focused on developing collaboration and leadership skills.	Jean Mastrogiacommo and WINK Coordinators	\$25,000 for staffing, summer programs, ongoing activities
ASB Schoolwide Activities and Rallies	Shared experiences are critical for student belonging and building lasting bridges between the students and UPA. ASB puts on rallies and schoolwide lunchtime activities that give students an opportunity to connect and bond outside of the classroom experience	Measured by student participation and the number of students participating in grade level leadership activities and student activities.	ASB (Activities) Director	\$25,000 for supplies, conferences and field trips
Schoolwide Celebrations	UPA celebrates student achievements in academics, school values, and athletics; UPA also celebrates graduating seniors with scholarships. These events give the school a chance to identify students who are outstanding in a myriad of ways.	Measured by student participation.	Jean Mastrogiacommo	\$10,000 for awards, certificates, food, and other supplies
Middle School Leadership Class	UPA will develop a Middle School Leadership elective that will help students to develop the skills of leadership, planning, organization, and cooperation. The only requirement to attend this class is that the student is willing to participate in class and schoolwide activities during the school day and after school. Students should be in good academic standing.	Measured by student success in the course, school activities participated in and produced by the class.	ASB (Activities) Director and Leadership Teacher	\$25,000 for .2 FTE position and course materials

Goal #2: Provide a safe and caring learning environment

Action #3: In order to create a safe and caring campus continue to improve upon the current safety plan and expand the emergency training and add a school nurse

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
Safety Plan	UPA will update, review, and improve the school safety plan yearly. UPA will also develop a school safety committee of students, teachers, parents, and administrators for the purpose of reviewing and improving the plan. The committee will meet three times a year.	Success will be measured by the development and sign off of the safety plan by all committee members and acceptance of the plan by the UPA School Board.	Andrew Yau	\$500 for meeting supplies
Emergency Training and Drills	The student body and staff will conduct regular and rigorous emergency drills related to earthquake, fire, or Run-Hide-Defend events.	Success will be measured by the number of safety drills and logs identifying strengths and areas for improvement.	Andrew Yau	\$5,000 for classroom communications system
School Nurse	UPA currently does not have a part time school nurse to help with the dispensation of student medications, response to student medical emergencies, or to provide the school with schoolwide medical processes, procedures, and responses.	Success will be measured by the hiring of a part time school nurse, and with community surveys for parents and students that measure customer service, use of resources, and impact on campus.	David Porter	\$30,000 for a part time school nurse on a 10 month contract

Goal #2: Provide a safe and caring learning environment

Action #4: Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
GROW	The Grow class helps students master study skills including assignment awareness, management, and organization. The class assists students in setting goals, organizing, and customizing a personal plan to make learning more comfortable and rewarding. Students are able to use class time to work on assignments with help from high school tutors and visit teacher office hours.	Measured by student participation in Grow, and the number of students participating in grade level leadership activities and student activities. Group activities in the classroom are focused on developing	Jean Mastrogiacomio	\$25,000 for .2 FTE position and course materials

		collaboration and leadership skills.		
RESH 180	RESH students learn a growth mindset to increase academic performance and learn skills to navigate setbacks, disappointments, and challenges. The class meets once a week to improve mental and behavioral health, while focusing on developing a positive perspective.	Measured by student participation in RESH, and the number of students participating in grade level leadership activities and student activities. Group activities in the classroom are focused on developing collaboration and leadership skills.	Jean Mastrogiacomo	\$25,000 for .2 FTE position and course materials
Mental Health Services	UPA partners with Advent Mental Health Ministries (no religious affiliation) to provide 2 full time mental health counselors. Students can self-refer or staff can refer students.	Participation rates	Jill Buensuceso	\$50,000 for staffing
Eduguide	Eduguide program: an evidence based online training program that schools, colleges, and other groups use to build students' non-academic, social-emotional core learning skills.	Participation rates and student/staff feedback	Jill Buensuceso	\$10,000 for the site license

Goal #2: Provide a safe and caring learning environment

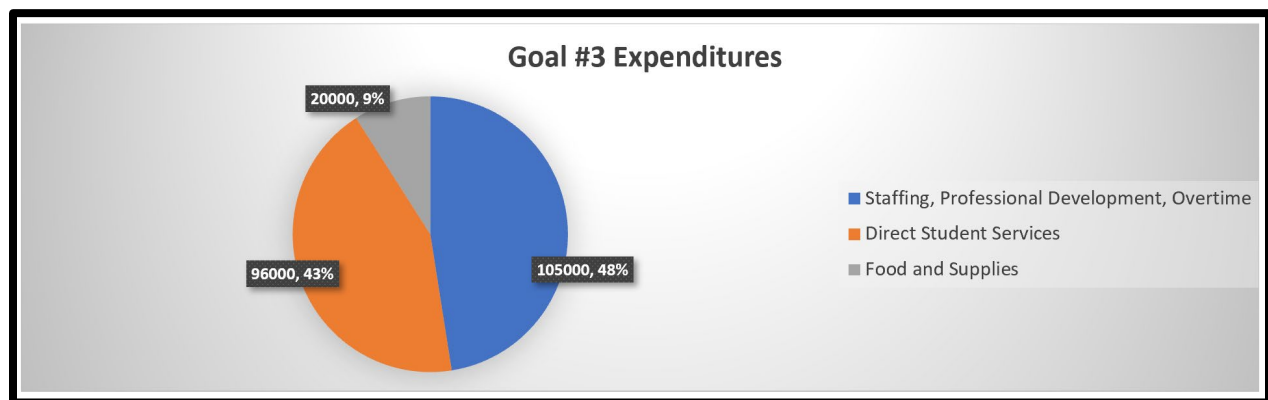
Action #5: Continue to build on the communication and feedback pathways that have been established

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
Staff Newsletter	A weekly newsletter written and published by the Executive Director. The newsletter has a 3-week calendar, highlights best practices, and restates core values or reinforces school objectives and outcomes.	Calendar of published newsletters	David Porter	\$0
Weekly Announcements to Community	A weekly electronic newsletter sent out to the community that reminds them of upcoming activities, events, and changes.	Calendar of published newsletters and read rates.	Matt Daugherty	\$0
Student Newsletter	A proposed monthly newsletter written and published by the Executive Director. The newsletter has a 3 week calendar, highlights student successes, inspires, and informs.	Calendar of published newsletters starting in March 2021.	David Porter	\$0
Social Media Outreach	UPA is proposing to create a series of corporate social media accounts to better connect with and inform students and the community of upcoming events,	Publish and read rates.	Support Services Specialist and David Porter	\$0

	activities, and schedule changes.			
Coffee Talks	A proposed monthly meeting between community members and the administration. A time that would allow for the administration to update the community on important updates, changes, or challenges and allow the community to share their concerns and feelings.	Attendance Rates. Starting in August 2021.	Support Services Specialist and David Porter	\$1000 for snacks
Lunch Talks	A proposed monthly meeting between students and the Executive Director. The gathering would allow for all students to share their concerns and feelings.	Attendance Rates. Starting in August 2021.	Support Services Specialist and David Porter	\$3000 for snacks
Yearly Surveys	An annual survey of students, staff, and families on the progress the school is making, areas of concern, school safety, and school culture.	Survey Results. Starting in June of 2021.	Andrew Yau	\$0

Goal #3: Develop an Independent College and Career-Going Student Culture

Since the mission of UPA is to prepare students to excel in the best colleges and universities in the nation, this goal is focused on ensuring that students receive the counseling and academic support needed to make the dream of college a reality.



Highlighted areas indicate a new or expanded service

Goal #3: Develop an Independent College and Career-Going Student Culture

Action #1: Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college admission and success.

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
Implement Naviance, a 4-year planner, as our primary college admission tracker and scheduler	Naviance provides students with self-assessment tools for discovering interests, strengths, and personality types. It guides students toward relevant career options, college choices,	Student use rates, college tracker data, and common application completions.	Head Counselor and Matt Daugherty	\$6000 for site licenses

	scholarship opportunities, and academic planning. Students visit multiple UC/CSU campuses during their high school years, and this program compiles all the data and application information for those schools in one place.			
Regular college going counseling meetings with the community throughout the year	The UPA counseling team provides grade-level meetings with students and parents to review academic progress, the college going process, and what resources UPA students have for academic and college support. Currently counselors meet with the families in the fall semester and starting in 2022, there will be a second meeting to coincide with the release of the student credit inventories.	Community participation rates and calendar of events.	Head Counselor and Matt Daugherty	\$2500 for food, supplies, and SWAG
Implement college tours and field trips to help students see that their dreams of college success can be a reality	UPA provides two critical college field trips per year. The first is a whole school college field trip in which each grade level visits a specific local college or university for a campus tour. By the time a student graduates UPA, they will have toured most of the local exemplary universities in the Bay Area. The second field trip is the Junior college trip that takes the entire Junior class to Southern California to visit the top schools in the LA area as well as UC Merced.	Student surveys and calendar of events.	Andrew Yau	\$60,000 for field trip costs (Transportation, housing, and food)
Develop on-site college days that bring college success to the campus	Counselors will reach out to and coordinate with top universities across the nation to provide on site presentations in order to expose students to the breadth of college choices open to a UPA student.	Student participation rates.	Head Counselor and Matt Daugherty	\$2500 for food, supplies, and SWAG
Credit Inventories	Counselors will send home credit inventories that monitor a student's progress toward graduation and completion of the A-G coursework required for college acceptance. Grades 9-11 will receive a credit inventory, including work that must be completed in order to keep the college dream a reality. Seniors will receive a credit inventory before the end of the first marking period and then before the start of the sixth marking period.	Credit inventories.	Head Counselor and Matt Daugherty	\$0

Goal #3: Develop an Independent College and Career-Going Student Culture

Action #2: Create an independent college going student culture centered on student ownership of the college preparation path

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
AVID	The AVID elective, which features AVID strategies, helps first-generation students, English Learners, and low socioeconomic status students to navigate the college preparation and application process in ways that allow them to overcome the extra challenges they face above and beyond their peers.	Student participation rates, end of marking period: GPA and Grades, college admission rates.	Jean Mastrogiacomo	\$75,000 for staffing \$20,000 for participation and professional development
Seminar	Seminar, formerly known as Advisory, is a once a week course designed to help students learn about the college and career culture, support their social and emotional mental health, and to build stronger relationships with their peers and instructors.	Student participation rates, Seminar grades, student survey on curriculum.	Seminar Coordinator and Seminar Leads	\$7500 for staffing and overtime
Credit Inventory Counseling Sessions	Starting in the spring of 2022, counselors will meet with students in Seminar to review the credit inventories and help students to reflect on their challenges/successes and to map a path to college admission.	Student participation rates, student survey on confidence about path to college.	Head Counselor and Matt Daugherty	\$0
Credit Recovery Opportunities	Students who have not yet successfully completed an A-G approved course will be given an opportunity to make up that course in summer school. In many cases, students will work with the teacher to come up with a plan to make up a first semester grade during the 2 nd semester.	End of marking period: GPA and Grades.	Head Counselor	\$0
Edgenuity	Students who have not yet successfully completed an A-G course and can not make it up over the summer can take an online course through a digital platform – Edgenuity.	End of marking period: GPA and Grades.	Head Counselor	\$25,000 for Edgenuity licenses

Goal #3: Develop an Independent College and Career-Going Student Culture

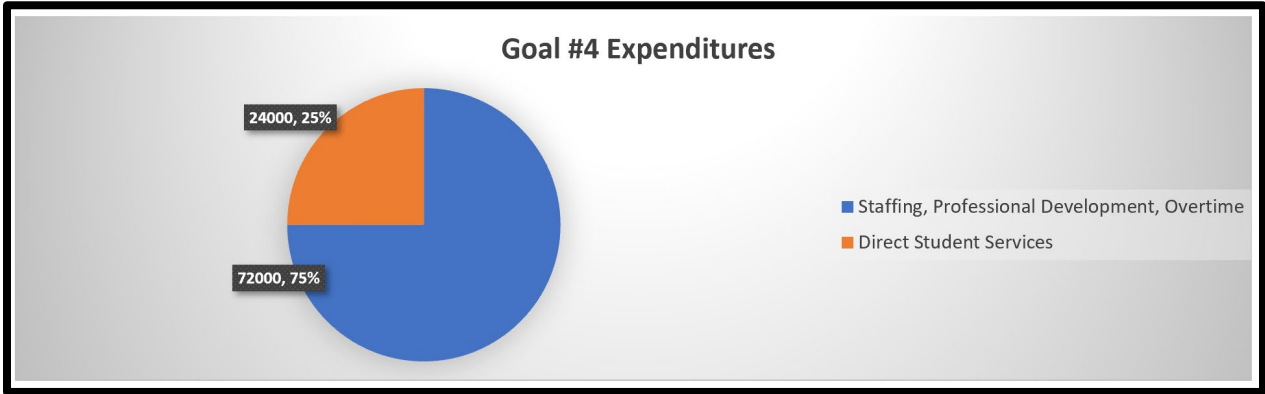
Action #3: Assist students with their college applications and graduate from UPA prepared for college and career success.

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
Essay Preparation and Completion	Starting in the Junior year, students will work with their English teachers, Seminar teachers, and counselors to plan out their college essay(s). A summer bootcamp is completed during the summer before the Senior year. During the Senior year, English teachers and counselors provide in-class and after-school support to help ensure every student completes their college essay.	Completion rates of college essays uploaded into Naviance.	Head Counselor, English Department Chair, and Seminar Coordinator	\$2500 for staffing and overtime
College Application Drive	During the fall of the senior year, counselors and Seminar teachers work with each student to ensure they apply for at least 2 different colleges or universities based on their qualifying GPA, SAT scores, and application essay.	College application completions reported to Naviance.	Head Counselor	\$0
College Application Counseling Nights	During the fall of the senior year, counselors hold several college application nights to educate families on the process of applying to university.	Participation rates of families.	Head Counselor	\$2500 for food and materials
FAFSA Application Drive	Counselors hold several after-school and evening events to help families successfully complete the FAFSA.	FAFSA submission rates as reported by the FAFSA website.	Head Counselor	\$2500 for food and materials
Naviance Scholarship Drive	Counselors and Seminar teachers will help students in the spring semester to use Naviance to identify and apply for potential scholarships.	Student scholarship applications.	Head Counselor	\$0
College Acceptance Celebration	Counselors will host an evening event for the graduating seniors and their families to celebrate their acceptance to the college of their choice. Counselors will present students with a banner or a shirt of the college they chose.	Family participation rates.	Head Counselor	\$15000 for food and supplies
Senior Project	By the time a senior graduates from UPA, they will have written a successful college level paper, completed their university applications, developed an academic resume, submitted their FAFSA, applied for scholarships, reflected on a career interest survey,	Senior Project Completion Rate and Seminar Grade.	Senior Seminar Lead and Teachers	\$2500 for guest speakers

	completed a well-written job resume (with references), developed budget and finance skills, identified their strengths and future challenges, and made an impact on UPA.			
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Goal #4: Continue student academic growth as demonstrated in the CAASPP through the development, implementation and monitoring of course level growth assessments.

Goal #4 is designed to align the individual departments to help improve student success through coordination, vertical alignment, professional development, and creating a data-driven decision-making process as a staff culture when analyzing student success.



Highlighted areas indicate a new or expanded service

Goal #4: Continue student academic growth as demonstrated in the CAASPP through the development, implementation and monitoring of course level growth assessments.

Action #1: Support CAASPP success through the development, implementation and monitoring of course level growth assessments.

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
Department Vertical Alignment	Departments will work with their teachers to match the current common core standard requirements, course standards, and course skills to develop a curriculum that is aligned to support the academic growth of students from grade 7 through 12.	Development and publication of vertical alignment content, skills, and outcomes by department.	Department Chairs	\$12,000 for professional development and teacher overtime.
Course Level Assessments	Departments will work with their teachers to develop or purchase course level assessments aligned with the vertical alignment that will assess student growth based on measuring students pre-	Implementation of course level assessments in each department.	Department Chairs	\$24,000 for digital licenses \$10,000 for teacher overtime

	course, mid-course and end-of-course.			
Culturally Responsive Teaching Pedagogy Professional Development	UPA will continue to partner with Silicon Valley/Santa Cruz New Teacher Project to provide culturally responsive teaching pedagogy. The focus of professional development is to help identify, develop, and implement curriculum that helps students move from being dependent learners to independent learners.	Teacher surveys, non-evaluatory classroom walkthroughs, student surveys as well as student performance on course assessments.	Professional Development Coordinator and David Porter	\$25,000 for professional development
Course-Specific Workshops and Professional Development	UPA prides itself on supporting teachers to seek out, attend and implement professional development opportunities found through conferences or other learning opportunities	Teacher participation rates.	Professional Development Coordinator and Matt Daugherty	\$25,000 for Professional Development

Goal #4: Continue student academic growth as demonstrated in the CAASPP through the development, implementation and monitoring of course level growth assessments.

Action #2: Improve student success in Math CAASPP results through structured support and vertical assessments in math.

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
Grade level assessments for grades 7-10	The math department will continue to use the NWEA assessment as a pre-, mid- and post- course assessments growth and as a method for determining if students can accelerate in their math course.	NWEA growth results.	Math Department Chairs and Matt Daugherty	\$0 in additional funding
Middle School Support Courses	UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development.	End of marking period: GPA and Grades in the core course, NWEA growth results.	Counselors, Math Department Chairs and Matt Daugherty	\$0 in additional funding
High School Support Courses	UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development.	End of marking period: GPA and Grades in the core course, NWEA growth results.	Counselors, Math Department Chairs and Matt Daugherty	\$0 in additional funding

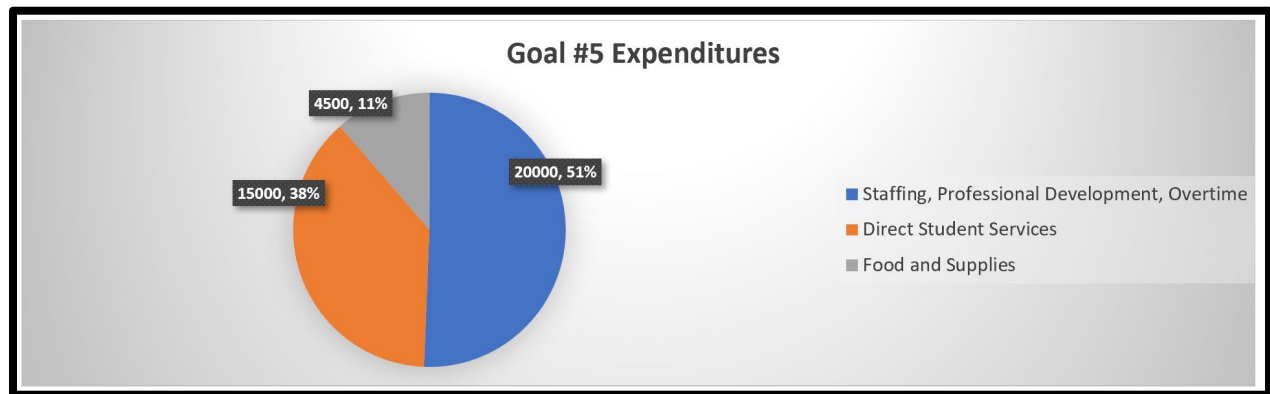
Goal #4: Continue student academic growth as demonstrated in the CAASPP through the development, implementation and monitoring of course level growth assessments.

Action #3: Improve student success in English CAASPP results through structured support and vertical assessments in English.

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
Grade level assessments for grades 7-10	The department will continue to use the NWEA assessment as a pre-, mid- and post- course assessments growth.	NWEA growth results.	English Department Chair and Matt Daugherty	\$0 in additional funding
Middle School Support Courses	UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development.	End of marking period: GPA and Grades in the core course, NWEA growth results.	Counselors, English Department Chair and Matt Daugherty	\$0 in additional funding
High School Support Courses	UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development.	End of marking period: GPA and Grades in the core course, NWEA growth results.	Counselors, English Department Chair and Matt Daugherty	\$0 in additional funding

Goal #5: Create and provide enrichment for students to challenge themselves through opportunities to take on rigorous courses either on-site, digitally, or through a local college

UPA students are motivated to make the dream of college success a reality and desire opportunities to expand their academic horizons or to take more advanced courses. Goal #5 is focused on providing multiple opportunities to access a wide breadth and depth of courses while attending UPA.



Highlighted areas indicate a new or expanded service

Goal #5: Create and provide enrichment for students to challenge themselves through opportunities to take on rigorous courses either on-site, digitally, or through a local college

Action #1: Increase awareness of and access to rigorous coursework.

Planned Action	Description	Measurement or Evaluation	Responsible Party	Proposed Expenditure
AP Bootcamp	AP Bootcamp is targeted at students who qualify as unduplicated and will be attending their first AP course at UPA. Students will participate in a 3-week course that will give them the tools and skills necessary to succeed in the AP course as well as time to complete the summer work for the AP course with tutoring assistance.	Participating students' success rates during the year in the AP course and the retention rate (students taking a 3 rd AP course in addition to the 2 required for graduation) of said students in the next year.	Matt Daugherty and Summer School Teacher	\$0 in additional funds (see Goal #1)
AP Course Awareness	Counselors will work with AP Teachers to create an AP course fair in which teachers can demonstrate the learning opportunities and commitments required for the AP Course. Students would gain more insight about the various course offerings and learn more about what it takes to find academic success in an AP course.	Student participation rates in the AP course fair and subsequent sign ups.	Head Counselor and AP Teachers	\$1500 in supplies and SWAG
AP Course Expansion	UPA Administration and Department Chairs will work to identify areas of potential AP course expansion within each department. Current potential expansion areas are in Visual Art, Digital Art, and Physics.	Student participation rates in the AP course fair and subsequent sign ups for the new courses.	Head Counselor and AP Teachers	\$TBD Cost varies depending on the course, professional development required, and supplies needed for the course. Current Estimate is \$15,000
Summer Enrichment Courses	Counselors will poll students on potential areas for enrichment that will allow students to broaden their experience. Summer enrichment courses could be electives that are not normally offered during the school year.	Student Participation Rates.	Head Counselor	\$15,000 for staffing
Winter Quarter Edgenuity Courses	Students who are struggling or want to improve on a 1 st semester course due to low grades will be given the opportunity to take a similar course through our Edgenuity platform. The outcome of the Winter Quarter is that the student would find success in the second semester of the	Student Participation Rates.	Head Counselor	\$0 in additional funding

	course and continue onto the next level in the course sequence.			
Elective Course Awareness	Counselors will work with Departments to create an elective fair in which teachers can demonstrate the learning opportunities that each department offers in an attempt to broaden the student's academic horizons.	Student participation rates in the fair and subsequent sign ups.	Head Counselor and Department Heads	\$3000 in supplies and SWAG
Expansion of Electives in each Department	UPA Administration and Department Chairs will work to identify areas of potential course expansion within each department. Current potential expansion areas are in English, Computer Science, and Math.	Student Participation Rates.	Head Counselor and Department Heads	\$TBD Cost varies depending on the course, professional development required, and supplies needed for the course. Current Estimate is \$5,000
College Course Dual Enrollment	UPA currently offers students the opportunity to attend community college courses free of charge. Students need to work with their counselor to identify potential courses and complete the application process.	Student Participation Rates.	Head Counselor	\$0 in additional funding