



University Preparatory Academy Charter School
San Jose, California

Local Control Accountability Plan (LCAP)
2014-2015

Local Control and Accountability Plan

Introduction:

LEA: University Preparatory Academy Charter School **Contact (Name, Title, Email, Phone Number):** Daniel Ordaz, Executive Director,
ordazdan@gmail.com ; (408) 391-1529

LCAP Year: 2014-15

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title 1 of Public Law 107-110) that are incorporated or referenced as relevant in this document. For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP

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must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass*

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Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

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

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.(Priority 3)*

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1. How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates,foster

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- foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2. How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4. What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5. What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6. In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

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Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>Meeting groups and constituencies Involved</p> <p>The administration met with the following groups:</p> <ul style="list-style-type: none"> • Grade level meetings with parents, 7 & 8, 9 & 10, and 11 & 12. • Students representatives from each grade level • ASB student body officers • Staff • EL Parents • Special Ed parents • PTA • UPA Foundation <p>Meeting Process:</p> <ol style="list-style-type: none"> 1. The meetings began with a review of data, including financial, student achievement, enrollment, attendance, discipline, and survey information. 2. The meeting participants were grouped into 4 groups. These groups met with facilitators who assisted each group in generating educational priorities. Each group determined their top 3 priorities. 3. The groups next came together and all participants were able to review each group's priorities. Each group reported out and responses given to clarification questions. 4. Lastly, the group as a whole was able to determine their top priorities by placing colored dots on their preferences. <p>Next Steps:</p> <p>Will meet on April 21, 2014 with Executive Directors Advisory Council comprised of:</p> <ul style="list-style-type: none"> • Students • Parents • EL parents • Spec Ed Parents • Staff <p>The draft 1 of LCAP was emailed to members of the Executive Director's Advisory Council on May 9, 2014.</p> <p>A meeting of the Executive Director's Advisory Council was held on May 15, 2014.</p>	<p>Received information and feedback from a broad cross section of the school community regarding school needs and what priorities might be considered for the LCAP</p> <p>These meetings have resulted in the generation of educational priorities recommended by these constituencies for the LCAP.</p> <p>Some of these priorities will be included in draft 1 of the LCAP.</p> <p>The purpose of the meeting is to review the priorities and determine a set of final priorities that may be included in the LCAP. The Executive Director and team will incorporate the Council's input into a draft of the LCAP.</p>

Involvement Process	Impact on LCAP
<p>A public hearing was held on May 22, 2014 to “sunshine” the plan and receive feedback from the community.</p> <p>A Board meeting was held on May 22, 2014 for Board consideration of the LCAP.</p>	<p>The input of the Council will be incorporated into the next draft of the LCAP.</p> <p>Received feedback from the Advisory Council members regarding draft 1 of the LCAP. The feedback was incorporated into the final draft of the LCAP.</p> <p>The feedback from the public will be incorporated into the final LCAP as appropriate.</p> <p>The final draft of the LCAP was approved by the UPA Board.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1. What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2. What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3. What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4. What are the LEA's goal(s) to address locally identified priorities?
5. How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6. What are the unique goals for subgroups as defined in Education Code sections 42238 .01 and 52052 that are different from the LEA's goals for all pupils?
7. What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

8. What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9. What information was considered/reviewed for individual school sites?
10. What information was considered/reviewed for subgroups identified in Education Code section 52052?
11. In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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Section 2: Goals and Progress Indicators

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

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

MISSION STATEMENT

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

VISION

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

CORE VALUES

- ❖ ***Commitment to Program Success:*** *In order to ensure the success of the school's educational program as outlined, UPA will hire and train a dedicated, professional staff that are committed to the success of every student.*
- ❖ ***Dedicated, Professional Staff and Leadership:*** *UPA will hire effective organizational leaders, including administrators, teachers, and support staff who understand that great schools require great school leadership. School leadership will utilize collaborative decision-making involving students, parents, staff and community. The main concern of leadership will be to continually improve instruction, curriculum and school climate.*
- ❖ ***Student, Parent, and Staff Commitment:*** *All stakeholders must make and uphold a commitment to the school and each other to put in the time, energy and effort to achieve success.*
- ❖ ***Growth:*** *We are all at various stages of proficiency in subject knowledge, and character development. At UPA all are expected to grow and improve in a continuous cycle of learning. Mediocrity, standing still and regression are not expected outcomes at UPA.*
- ❖ ***Collaboration:*** *At UPA we believe that learning best occurs when others are partnering in our learning. We also believe that the school will attain its stated goals through collaboration with the school community.*
- ❖ ***Responsibility:*** *At UPA, staff and students take responsibility for their own actions.*
- ❖ ***Integrity:*** *At UPA, staff, students and community members operate with honesty and sincerity at all times. Integrity promotes trust and respect; integrity includes fixing our mistakes when they occur.*

EXPECTED SCHOOL WIDE LEARNING RESULTS (ESLRs)

- ❖ *UPA students will possess strong written and verbal communication skills.*
- ❖ *UPA students will demonstrate mastery of and apply mathematical and scientific concepts.*
- ❖ *UPA students will think critically and creatively.*
- ❖ *UPA students will utilize a global perspective.*
- ❖ *UPA students will be technologically fluent.*

- ❖ *UPA students will practice and value the visual and performing arts.*
- ❖ *UPA students will exhibit leadership skills that demonstrate personal and social responsibility.*

SCHOOL INITIATIVES

- ❖ Eliminate the achievement gap
- ❖ Enhance student access to co-curricular clubs and organizations.
- ❖ Prioritize preparation plans for Common Core implementation.
- ❖ Develop schoolwide traditions that celebrate individual student academic success (e.g. honor roll).
- ❖ Ongoing, schoolwide, integration of student-centered technology in curriculum design.
- ❖ Redesign advisory curriculum to maximize instructional minutes in ways that better support student learning.
- ❖ Further develop the schoolwide instructional norms that foster 21st century learning.

SCHOOL ACHIEVEMENTS

- **Standard Of Excellence** – Academic success at UPA is defined by a grade of C- or better in courses taken at UPA.
- **Graduation Rate** – The school’s goal is to graduate 100% of 12th grade students.
- **Ethnic Diversity** – The school closely reflects the ethnic diversity of Santa Clara County which it serves.
- **Access To A Rigorous Curriculum** – The course of study offered at UPA is exclusively the UC a-g curriculum.
- **Advanced Placement** – UPA offers 12 Advanced Placement courses per year in the areas of Social Science, Mathematics, Science, English, World Languages, and The Arts.
- **Attendance Rate** – Student attendance is expected at UPA and typically exceeds 97% of the school year.
- **Longer School Day; Longer School Year**
 - UPA students attend a total of 185 school days per year, which is longer than most schools.
 - Most UPA students attend school for 7 periods per day.

SCHOOL INITIATIVES FOR CONTINUOUS IMPROVEMENT

While the school has accomplished much over the course of its existence, our meetings with the UPA Board, parents, students, and staff have identified eighteen priorities that are grouped into the six major initiatives listed below.

- Eliminate the Achievement Gap
- Build and Enhance a College Going Culture
- Support for English Learners
- Strengthen the Culture of Accountability
- Improve the Quality of Student Life on Campus
- Improve the Availability of Computing Devices and Implement More Technology Courses Into the Curriculum

These priorities are all addressed by initiative in the LCAP that follows.

Metrics:

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

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Section 2 Goals and Progress Indicators

Identified Needs and Metric (What needs have been identified and what metrics are used to measure Progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local priorities (Identify specific state priority. For districts and COE's; all priorities in statute, must be included and identified; each goal may be linked to more than one priority if appropriate)
	Description of Goal	Applicable Pupil Sub group(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate all if the goal applies to all schools in the LEA or alternatively, all high schools, for example.)		LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1.0 Initiative: Eliminate the Achievement Gap								
<p>1.1 Need: Low SES, EL, Special Ed and many students of color lack college readiness and organizational skills. These students also lack a college-going culture in the home and family.</p> <p>Metrics: Increased the number of targeted students making preparations for college and enrolling into 4 year colleges and universities</p> <p>Academic success of C- or better in core academic college prep classes of English, Math, Science and Social Science</p>	<p>Implement the AVID program. Through AVID, the school will attract into the program Low SES, EL, Special Ed, students of color and first generation college going students.</p> <p>In the AVID program, targeted students will acquire college-going skills in:</p> <ul style="list-style-type: none"> • Writing • Inquiry • Collaboration • Organization • Reading 	All	All		<p>Implement AVID in grade 9</p> <p>At least 20 targeted students enrolled in the AVID class</p> <p>75% of AVID students will earn a 2.0 GPA</p> <p>95% of AVID students on target to complete UC a-g requirements</p>	<p>Implement AVID in grade 8</p> <p>At least 20 targeted students enrolled in the AVID classes for a total of 40 students</p> <p>Increase number of students taking the PSAT/SAT</p> <p>75% of AVID students will earn a 2.5 GPA</p> <p>95% of AVID students on target to complete UC a-g requirement</p>	<p>Implement AVID in grades 7 & 10</p> <p>At least 20 targeted students enrolled in the AVID classes for a total of 60 students</p> <p>Increase number of students taking the PSAT/SAT</p> <p>Increased number of applications to College</p> <p>Increased number of college acceptance letters</p> <p>75% of AVID students will earn a 2.75 GPA</p> <p>95% of AVID students on target to complete UC a-g requirement</p>	<p>State: Course Access; Pupil achievement;</p> <p>Reduce student dropouts</p> <p>Local: Closing the Achievement gap; School Mission</p>

<p>1.2 Need: Identified incoming 7th grade at risk, low SES, and EL students are under prepared for the 7th grade English and Math</p> <p>Metrics: Increase the number of students achieving academic success, -C or better, as reflected in student grades and teacher progress reports at the end of each marking period in English 7 and Math 7</p>	<p>The school will offer a Summer Math/ Literacy Institute that introduces English 7 and Math 7 courses to identified students. In the institute, the students will be introduced to course content to be taught during the school year in these courses. This summer “head start” will positively impact the students to achieve academic success (C- or better) in English 7 and Math 7.</p>	All	All		65 % of identified students will meet with academic success (C- or better) in English 7 and Math 7	75 % of identified students will meet with academic success (C- or better) in English 7 and Math 7	80 % of identified students will meet with academic success (C- or better) in English 7 and Math 7	<p>State: Pupil outcomes in content areas of English and Math;</p> <p>Local: Access to advanced courses in core subjects</p>
<p>1.3 Need: Low SES, EL, and students of color have scored lower on statewide testing, and have lower pass rates in Math courses for the last three years.</p> <p>Metrics: Increased number of the targeted students entering and passing with a C- or better, higher levels of math, such as Pre-Calculus, Statistics and Calculus</p> <p>Increased scores on the Smarter Balanced assessment, as well as other standardized metrics like the NWEA MAP for targeted students.</p>	<p>Establish a Math support class to be offered during the regular school day that will aid students on the lower end of the achievement gap in closing that gap.</p> <p>This course is intended to be innovative and to be more adaptable than previous iterations of Math support classes.</p> <p>Student needs will be based on data provided by previous standardized test scores, NWEA MAP fall scores, and previous math grades. Instruction will be both direct instruction from faculty, as well as from computer adaptive resources such as ALEKS Math.</p>	All	All		<p>a) Fall NWEA MAP testing & other existing data such as grades will be used to determine need, and students will be scheduled into the course.</p> <p>b) Students will be concurrently enrolled in the support course and their math course. The two teachers will work closely to establish what each student needs to find success.</p> <p>c) End of course grades, as well as</p>	<p>a) Math department feedback, student feedback, and achievement data will be consulted to alter the program to better meet student needs.</p> <p>Same actions/services designated as a), b), and c), from LCAP Year 1: 2014-15.</p> <p>75% of all students enrolled in the support course will pass the core math course with a C- or higher.</p>	<p>Same actions/services designated as a) from Year 2: 2015-16</p> <p>Same actions/services designated as a), b), and c), from LCAP Year 1: 2014-15.</p> <p>80% of all students enrolled in the support course will pass the core math course with a C- or higher.</p>	<p>State:</p> <ul style="list-style-type: none"> • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate <p>Local:</p> <ul style="list-style-type: none"> • Closing the Achievement Gap

					NWEA MAP spring testing will determine a student's success within the program. Overall student successes will be used to evaluate the program's success. d) 70% of all students enrolled in the support course will pass the core math course with a C- or higher.			
<p>1.4 Need: Many of the students targeted by UPA's mission, vision, and charter lack college readiness and study skills. These students may be the first in their families for whom college can be an option and the support for an academically rigorous, college-preparatory curriculum is also absent in the home. These students struggle with acclimating to the high expectations and levels of rigor in such a curriculum.</p> <p>Metrics: Increase the number of targeted students passing all</p>	<p>Establish an academic intervention program that pairs the targeted students with tutoring services, an individual learning plan, and success monitoring. Through these services, the school will help many first-generation college bound students acclimate and find success in a college preparatory environment, and by extension, gain acceptance to college, where they will be successful.</p> <p>This program will rely on the establishment of an Intervention Coordinator who:</p> <ul style="list-style-type: none"> Oversees SSTs for each student identified as At-Risk Develops and monitors individual learning plans for 	All	All		<p>a) Implement Individual Learning Plan (ILP) as part of the SST process.</p> <p>b) Students with an ILP will be assigned to a tutorial center staffed by faculty who operate as tutors and monitor progress.</p> <p>c) Students with an ILP will meet monthly with the Intervention Coordinator to monitor their progress toward passing grades.</p> <p>d) As needed,</p>	<p>a) SSTs will be held for all new students identified as At-Risk. Students who have found success and maintained it may be exited from the program.</p> <p>Same actions/services designated as b), c), & d) from LCAP Year 1: 2014-15.</p> <p>Students in the Intervention program will pass at minimum, 6 of their classes.</p>	<p>Same actions/services designated as a) from Year 2: 2015-16</p> <p>Same actions/services designated as b), c), & d) from LCAP Year 1: 2014-15.</p> <p>Students in the Intervention program will pass all of their classes.</p>	<p>State:</p> <ul style="list-style-type: none"> Pupil achievement Pupil outcomes in content areas Course access School Climate <p>Local:</p> <ul style="list-style-type: none"> Closing the Achievement Gap

<p>classes with a grade of C- or better, especially in core classes of Eng., Math, Science and Social Science.</p>	<p>the At-Risk students. Staffing and monitoring a tutorial center for At-Risk students</p>				<p>additional resources, such as tutoring or review software, such as ALEKS Math or other online options will be purchased for Intervention students.</p> <p>e) Students in the Intervention program will pass at minimum, 5 of their classes.</p>			
<p>1.5 Need: Many of the students targeted by the school’s mission, vision, and charter lack the academic skills and background necessary to meet UPA’s graduation requirement of earning a C- or better in two or more AP courses. The school needs to develop systems to support those students in meeting that requirement.</p> <p>Metrics: 1) Increased the number of students taking AP courses year after year. 2) Academic success of C- or better in those AP courses.</p>	<p>Take students who may be first-generation college bound, or who might never have considered an AP course, and create a system that fosters their academic success in two or more AP courses.</p> <p>In order to ensure that all students can take and pass two AP courses, the school must support them by:</p> <ul style="list-style-type: none"> Offering 10 or more AP courses in order to offer students choices wherein they can find success. Using the school’s social networking system, Schoology, establishing study groups and online resource sharing for students <p>Staffing AP courses with faculty who are trained to differentiate and deliver</p>	<p>All</p>	<p>All</p>	<p>All students will be encouraged to take the PSAT at the 9, 10, and 11 grade levels.</p> <p>Counselors will meet with students using the AP Potential tool to guide student AP course choices.</p> <p>Concurrent with the establishment of a media center, students will be able to donate and check out AP Study Guide books each year.</p> <p>Student interest surveys at the</p>	<p>All students will be encouraged to take the PSAT at the 9, 10, and 11 grade level.</p> <p>Counselors will meet with students using the AP Potential tool to guide student AP course choices.</p> <p>Student incentive programs for AP registration will be developed by the Instructional Services and Student Services Directors</p> <p>Student interest surveys at the end of the AP testing cycle will determine future course offerings.</p> <p>Students receive a passing score</p>	<p>The PSAT will be established as a required schoolwide activity for grades 9-11.</p> <p>Counselors will meet with students using the AP Potential tool to guide student AP course choices.</p> <p>Student interest surveys at the end of the AP testing cycle will determine future course offerings.</p> <p>Students receive a passing score of 3 or higher on 80% of all AP Exams taken</p> <p>Students pass</p>	<p>State:</p> <ul style="list-style-type: none"> Pupil achievement Pupil outcomes in content areas Course access School Climate <p>Local:</p> <ul style="list-style-type: none"> Closing the Achievement Gap Creating a college-going culture 	

<p>3) Passing scores of 3 or better on 90% of all AP tests taken on campus.</p>	<p>sophisticated, rigorous material to students at all ability levels.</p>				<p>end of the AP testing cycle will determine future course offerings.</p> <p>Students receive a passing score of 3 or higher on 70% of all AP Exams taken</p> <p>Scholarship programs for low SES students to take the AP exam will be established.</p>	<p>of 3 or higher on 75% of all AP Exams taken</p> <p>Students pass with a C- or better on all AP courses taken.</p>	<p>with a C- or better on all AP courses taken.</p>	
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2.0 Initiative: Build and Enhance a College Going Culture

<p>2.1 Need: UPA students lack a comprehensive college and career readiness platform.</p> <p>Metrics: 1) Increase the number of students making preparations for college using the planning software tool to be purchases by the school</p> <p>2) Purchase of software platform that allows counselors to begin providing a richer college/career guidance program.</p> <p>3) Senior counselor to monitor usage - goal of >60% of all seniors use program.</p>	<p>UPA will purchase the Naviance platform in order to provide a rich college & career guidance program. Naviance will provide students with self-assessment tools for discovering interests, strengths, and personality types. Naviance will help guide students towards relevant career options, college choices, scholarship opportunities, and academic planning.</p>	<p>All</p>	<p>All</p>		<p>Register all incoming seniors. Usage to exceed 60%</p>	<p>Roll-out to all high school</p>	<p>Purchase modules for middle-school usage.</p>	<p>State: Basic school services; College readiness; Parent input/engagement</p>
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<p>2.2 Need: UPA needs to provide students with significant exposure to college campuses, college representatives, and on-line resources in order to build a meaningful and sustainable college going culture.</p> <p>Metrics: Increased percentage of students participating in college visitation programs.</p>	<p>UPA will develop a comprehensive college visitation program by providing the opportunity for all students to attend no less than 12 UC/CSU campuses BY THE TIME THEY GRADUATE:</p> <p>Grade 7-10:</p> <ul style="list-style-type: none"> Annual College Field trip (4 colleges) <p>Grade 11:</p> <ul style="list-style-type: none"> Junior trip (11 colleges) <p>Grade 12:</p> <ul style="list-style-type: none"> Senior retreat <p>UPA will facilitate student field trips to local college fairs.</p> <p>The on-line component of the UPA Media Center will include access to self-guided college tours and the Naviance college evaluations tools.</p>	All	All		80% of the students will attend at least one college visitation program (college trip, fair, on-line) in each year of their attendance at UPA.	85% of the students will attend at least one college visitation program (college trip, fair, on-line) in each year of their attendance at UPA.	90% of the students will attend at least one college visitation program (college trip, fair, on-line) in each year of their attendance at UPA.	<p>State: Student Engagement</p> <ul style="list-style-type: none"> College Going Culture <p>Local: Mission and Vision; Expected School-wide Learning Results</p>
<p>2.3 Need: UPA lacks sufficient funds to fully support a comprehensive college visitation program.</p> <p>Metric: The percentage of the college visitation program subsidized by grants, donations and corporate giving</p>	<p>UPA will employ a fundraising strategy that will fund a comprehensive college visitation program.</p>	All	All		40 % of all costs associated with the college visitation program will be fundraised	45 % of all costs associated with the college visitation program will be fundraised	50 % of all costs associated with the college visitation program will be fundraised	<p>State: Student Engagement</p> <ul style="list-style-type: none"> College Going Culture <p>Local: Mission and Vision; Expected School-wide Learning Results; Create a UPA Foundation to support the school's Mission and Vision</p>
3.0 Initiative: Support for English Learners								
<p>3.1 Need: EL students at varying levels of English proficiency</p>	<p>Presently, this site has two designations for ELD – EL and RFEP/IFEP. Data</p>	ELs	ELs		a) As per State Department of Education requirement, all	Same actions/ services designated as	Same actions/ services designated as a), b), c), d), & e)	<p>State:</p> <ul style="list-style-type: none"> Pupil achievement Pupil

<p>attend this school. Students who score a 2 or lower on the CELDT are given classroom instruction for ELD. Data indicate that students at other levels of proficiency are in need of support, particularly in the core classes such as Math and English.</p> <p>Metrics: 1) Students who are English Language Learners pass all classes, English specifically, with a C- or higher.</p> <p>2) EL students improve their scores in NWEA MAP Assessments and CELDT.</p>	<p>indicates that not all students who have been designated RFEP are finding success. A monitoring and support system needs to be put into place to ensure the academic success of all students with varying degrees of English fluency.</p> <p>In order to design a more comprehensive ELD program, an ELD Coordinator must be established, who can monitor, tutor, and offer placement recommendations for all incoming EL students.</p> <p>The ELD Coordinator will work with the Director of Instructional Services and a consulting team of teachers to establish ELD levels (EL 1-3, RFEP) and a set of criteria for each.</p> <p>All students with an ELD designation will be monitored for academic success and be given consultation services as needed.</p>				<p>students whose parents answered Yes to questions 1-3 on the HLS will be given the CELDT test.</p> <p>b) All students who have been identified as EL at any level, including RFEP/IFEP will be monitored for academic success.</p> <p>c) Students not finding academic success will have an SST conference and there, a student's level of English proficiency will be evaluated as a contributing factor to their struggles.</p> <p>d) Students for whom English fluency is a factor in academic struggles will be assigned ELD services based on their need, as determined by the ELD coordinator and the SST team.</p> <p>e) Students who score a 3 or lower on the CELDT initially will be considered for ELD classroom instruction.</p>	<p>a), b), c), d), & e) from LCAP Year 1: 2014-15.</p> <p>75% of ELL students pass all their core classes with a grade of C- or higher, especially English.</p>	<p>from LCAP Year 1: 2014-15.</p> <p>80% of ELL students pass all their core classes with a grade of C- or higher, especially English.</p>	<p>outcomes in content areas</p> <ul style="list-style-type: none"> • Course access • School Climate <p>Local:</p> <ul style="list-style-type: none"> • Closing the Achievement Gap
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					f) 70% of EL students pass all their core classes with a grade of C- or higher, especially English.			
<p>3.2. Need: The school lacks an Individual Learning Plan form (ILP) for English Learners (EL's)</p> <p>Metrics: 1) An electronic ILP form to be completed for all EL's. Completed ILP distributed to individual teachers and parents of EL students</p> <p>2) Notes of meetings with teachers of EL students regarding academic progress</p>	<p>To develop an ILP form to be signed by the student, parent and teachers as a tool for monitoring EL student progress. The form is to show the following:</p> <ol style="list-style-type: none"> 1. The student's learning goals for core courses. 2. Assessment results 3. Post high school career plans. 4. Extra support/ interventions for the student. <p>The ILP is to be reviewed for progress in a meeting with teachers, parents and students at the end of grading periods 2, and 5 and at the end of each semester.</p>	English Language Learners	All		<p>A formal ILP for each EL student.</p> <p>Improvement in EL academic achievement- at least a 1.75 GPA in core academic courses</p> <p>EL student enrollment in intervention programs as appropriate</p> <p>Increase number of re-designated EL</p>	<p>A formal ILP for each EL student.</p> <p>Improvement in EL academic achievement- at least a 2.0 GPA in core academic courses</p> <p>EL student enrollment in intervention programs as appropriate</p> <p>Increase % of re-designated EL's over the previous year</p>	<p>A formal ILP for each EL student.</p> <p>Improvement in EL academic achievement- at least a 2.5 GPA in core academic courses</p> <p>EL student enrollment in intervention programs as appropriate</p> <p>Increase the percentage of re-designated EL's over the previous year</p>	<p>State: Pupil Achievement; Conditions for Learning; Parent Engagement</p> <p>Local: Expected schoolwide learning results- <i>possess strong written and verbal communication skills</i></p>
<p>3.3 Need: The school lacks a set of metrics to determine the academic progress of English Learner students</p> <p>Metrics: Production of Academic achievement data as per the metrics in the core subject areas of English, Math, Science and Social Science and furnished to teachers</p>	<p>To develop a list of metrics including the following:</p> <ul style="list-style-type: none"> • Grades in core courses • Assessment results- NWEA CELDT. • Overall GPA • Progress towards re-designation. 	English Language Learners	All					Pupil Achievement

<p>3.4 Need: The school lacks staff responsible to monitor the academic progress of EL students</p> <p>Metrics: Formally appointed teacher, listed on the school's master schedule responsible to monitor EL student progress</p>	<p>To formally appoint an EL Coordinator to monitor 1) EL progress, 2) communicate with the home, 3) conduct periodic IEP reviews with parents and staff as well as 4) provide pull out instruction for EL's needing special instructional support</p>	<p>English Language Learners</p>	<p>All</p>					<p>Pupil Achievement Conditions for Learning</p> <p>Parent Engagement</p>
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4.0 Strengthen The Culture of Accountability

<p>4.1 Need: There exists an achievement gap between white and Asian students, and Hispanic and Latino students as well as socio-economically disadvantaged students, especially in Mathematics. Currently, only pass/fail rates and CST scores are used to guide decision-making to remedy this gap; both of these data sources are reactive, and not proactive.</p> <p>Metrics: 1) Improved scores for all underserved subgroups on state-wide assessments; within at least 5 points, if not at parity with their peers, representing a lessening, if not closure of the</p>	<p>Implement Data Director as the school's data management module and establish procedures by which the faculty and staff may access student scores on a variety of assessments, including predictors of academic success, such as the NWEA MAP exam. Through the establishment of this resource, the faculty and staff will have hard data to guide decision making to best meet the needs of students on the low end of the achievement gap. This resource, used concurrently with the adoption of the NWEA MAP exam, will provide faculty and staff with a constant, and predictive source of data, rather than the lagging indicators of GPA and CST scores which had previously been used to establish support programs.</p>	<p>English Language Learners</p> <p>Socio-economically Disadvantaged Youth</p>	<p>All</p>		<p>Administer the NWEA MAP to all 7- 10 grade students in the fall.</p> <p>Professional Development time is dedicated to examining student data & determining appropriate courses of action based on that data.</p> <p>Administer the NWEA MAP to all 7- 10 grade students in the spring.</p> <p>Students in underserved populations see an increase in RIT level that brings them within comparable range to their peers.</p>	<p>Using findings from student data from the 2014-15 school year, implement programs for student success such as support classes, tutoring programs, or the purchase of additional technology resources to address subject-specific needs.</p> <p>Staff will use the NWEA to create progress-monitoring assessments to be delivered to students periodically throughout the school year.</p> <p>Students in the 7-10 grade continue to take the NWEA MAP in both the fall and the</p>	<p>Based on data generated by the students' NWEA MAP, GPA, and Smarter Balanced Assessment, continue, alter, or abolish curriculum, programs & resources to support student achievement</p> <p>Staff use the NWEA to create progress-monitoring assessments for delivery to students periodically throughout the school year.</p> <p>Staff will use inquiry cycles to alter class instruction as needed.</p> <p>Students in grades 7-10</p>	<p>State:</p> <ul style="list-style-type: none"> • Pupil achievement • Pupil outcomes in content areas <p>Implementation of state standards</p> <p>Local:</p> <ul style="list-style-type: none"> • Closing the Achievement Gap
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<p>achievement gap.</p> <p>2) Students in underserved subgroups increase participation in AP level courses, and scores on AP exams at a pass rate on par with their peers.</p> <p>3) Number of students meeting with academic success of C- or better, in core academic courses of English, Math, Science, and Social Science.</p>					<p>Students in underserved populations see an increased pass rate, especially in Math and English classes.</p> <p>Students in underserved populations see an increase of scores on standardized tests such as the AP exam.</p>	<p>spring.</p> <p>Students in underserved populations see an increased pass rate, especially in Math and English classes.</p> <p>Students in underserved populations see an increase of scores on standardized tests such as the AP exam.</p>	<p>continue to take NWEA MAP in fall & spring.</p> <p>Students in underserved populations see an increased pass rate, especially in Math and English classes.</p> <p>Students in underserved populations see an increase of scores on state-wide tests such as the Smarter Balanced exam.</p>	
<p>4.2 Need: UPA lacks a unified assessment tool to benchmark and measure student academic achievement in English, Reading, and Math.</p> <p>Metrics: Use of adaptive online assessment tool to determine student achievement level, and to benchmark performance, based on norms.</p>	<p>Implement NWEA MAP testing in the area of Language Arts, Reading, and Mathematics. Align benchmarking with Common Core standards.</p>	All	All		<p>Testing of all students in grades 7 and 8</p>	<p>Testing of all students in grades 7 through 10</p>	<p>Testing of all students in grades 7 through 10</p>	<p>State: Pupil achievement</p> <p>Implementation of state standards</p> <p>Local: School accountability</p>
<p>4.3 Need: UPA lacks a set of school metrics to gauge overall school progress</p> <p>Metrics: A Board approved set of school metrics in the areas of student academic</p>	<p>Improve school accountability and parent involvement by developing a list of key data to be shared with the Board and public at various benchmark dates throughout the academic year. The metrics are to be classified as:</p> <ul style="list-style-type: none"> • Leading 	All	All		<p>a) Develop the list of metrics by end of marking period 2 (Nov 2014). Issue administrative assignments to collect the data for end of Semester 1 2014-15. Report</p>	<p>a) Revise metrics as necessary. Issue administrative assignments to collect the data for end of Semester 1 2015-16. Report to the Board and public at the January and</p>	<p>a) Revise metrics as necessary. Issue administrative assignments to collect the data for end of Semester 1 2016-17. Report to the Board and public at the January and</p>	<p>State: School climate;</p> <p>Pupil achievement</p> <p>Local: Public Accountability</p>

<p>achievement and fiscal operations</p>	<p>Indicators - current progress data that can be used to make program/school adjustments in real time.</p> <ul style="list-style-type: none"> • Lagging Indicators – data that provides useful information for strategic decision-making. Data is usually available to the school at the end of the semester or year <p>The metrics are to include:</p> <ol style="list-style-type: none"> 1. School ADA 2. Department GPA 3. Number of students earning a C- or better 4. School wide Semester GPA 5. Number/ percent of seniors on target to graduate 6. Number of students seeking enrollment in UPA 7. Number /percent of students passing CAHSEE 8. Number of student withdrawals 9. Number of EL’s redesignated 10. Number/percent of students enrolled in AP Classes 11. School wide RIT level vs norms using the NWEA MAP test 				<p>to the Board and public at the January Board meeting</p> <p>b) Board/ administration attention to critical metrics.</p> <p>c) Percentage improvement in each of the appropriate categories as targeted by the Executive Director for the school year</p>	<p>August Board meetings.</p> <p>b) Board/ administration attention to critical metrics.</p> <p>c) Percentage improvement in each of the appropriate categories as targeted by the Executive Director for the school year</p>	<p>August Board meetings.</p> <p>b) Board/ administration attention to critical metrics.</p> <p>c) Percentage improvement in each of the appropriate categories as targeted by the Executive Director for the school year</p>	
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5.0 Initiative: Improve the Quality of Student Life on Campus								
<p>5.1 Need: UPA needs to develop a plan for responding to issues related to student mental health, academic stress, and school safety and supervision. The plan will be included in the school's Safety Plan.</p> <p>Metric: 1) Budget expenditures to fund mental wellness initiatives 2) Revised Safety plan to include mental health and wellness programs 3) MOU or informal referral relationships documented with local agencies</p>	<p>UPA will support student mental health needs and ensure that students receive the care they need with the following mental wellness initiatives:</p> <p>1) UPA teachers, staff, and administration will be appropriately trained by accessing regional mental health response and prevention professional training resources.</p> <p>2) UPA will establish "safe" counseling space to facilitate servicing the emergency or on-going mental health needs of students.</p> <p>3) UPA will continue to assess the school climate as related to academic stress, school safety and supervision, and mental health in order to identify key areas of concern for student health and wellness.</p> <p>4) UPA will identify and address key aspects of the instructional program for strategies focused on preserving a healthy level of academic stress as related to instructional delivery, rigor, and homework (i.e. master schedule, bell schedule).</p> <p>5) UPA will establish comprehensive partnerships with mental health support staff at the Santa Clara County Office of Education, and the Santa Clara County</p>	All	All		<p>UPA will identify 2 staff to receive training to address mental health needs of students.</p> <p>UPA will identify agencies to refer students needing mental health support.</p>	<p>UPA will expand by 2 the staff to receive training to address mental health needs of students.</p> <p>UPA will update the list of agencies to refer students needing mental health support.</p>	<p>UPA will expand by 2 the staff to receive training to address mental health needs of students.</p> <p>UPA will update the list of agencies to refer students needing mental health support.</p>	<p>State: Student Engagement College Going Culture State Superintendent mental health memo (February 2014)</p> <p>Local: Mental Wellness Initiative</p>

	Mental Health Department for purposes of receiving training, establishing referral avenues, and providing resources for students who interact with UPA staff charged with responding to students in need of these services.							
<p>5.2 Need: UPA needs to help students balance their academic responsibilities with recreational experiences in order to foster the holistic and healthy development of every UPA student.</p> <p>Metric: 1) Increased number of students participating in sports, intramurals and clubs. 2) Student climate survey responses.</p>	UPA will increase the number of sports offerings, intramurals and clubs available to all students.	All	All		<p>The athletic department will add track and cheer to the list of sports offerings.</p> <p>Student leadership will add clubs, indoor soccer, and basketball intramural teams to the list of student activities available to students during SMART Choice Advisory and lunch.</p>	<p>The athletic department will add baseball to the list of sports offerings.</p> <p>Student leadership will add clubs, volleyball intramural teams to the list of student activities available to students during SMART Choice Advisory and lunch.</p>	<p>The athletic department will add softball to the list of sports offerings.</p> <p>Student leadership will survey student body to decide upon additional intramural offerings during SMART Choice and Advisory and lunch.</p>	<p>State: Engagement • Fostering a healthy school climate</p> <p>Local: Mission and Vision; Expected School-wide Learning Results; Mental Wellness Initiative</p>
<p>5.3 Need: UPA students entering grade 7 and grade 9 require regular and sustained support as they encounter UPA’s rigorous college going culture in the first year of middle school and high school. UPA needs to provide additional peer mentorship</p>	<p>UPA will train staff to provide a WEB Orientation to all incoming seventh grade students, and a LINK CREW Orientation to all ninth grade incoming and returning students.</p> <p>Staff will train student leaders to become Link and Web leaders, to provide mentorship to all incoming students, and to conduct year-long character building programming to support</p>	All	All		At least 70% of seventh grade participants and student leaders will report that the program benefited their transition to middle school at UPA and provide a significant mentorship opportunity to student leaders.	At least 70% of seventh and ninth grade participants and student leaders will report that the program benefited their transition to middle school at UPA and provide a significant mentorship opportunity to student leaders. 70% of incoming 7 th grade students, as well	At least 70% of seventh and ninth grade participants and student leaders will report that the program benefited their transition to middle school at UPA and provide a significant mentorship opportunity to student leaders. 75% of incoming 7 th	<p>State: Student engagement; Foster a healthy school climate; Increase attendance Decrease drop-outs and mobility</p> <p>Local: Mission and Vision; Expected School-wide Learning Results;</p>

and leadership opportunities for student leaders. Metric: Positive response in surveys issued to program participants and student leaders to assess the success of the program in providing students a smooth transition to middle school and high school.	new students with the transition to high school and middle school.				65% of incoming 7 th grade students, as well as returning and new 9th grade students will participate in Link or Web.	as returning and new 9th grade students will participate in Link or Web.	grade students, as well as returning and new 9th grade students will participate in Link or Web.	Mental Wellness Initiative
5.4 Need: UPA lacks a dedicated area on campus to facilitate access to college and career information, e-library collections to conduct research and space for student collaboration. Metric: 1. Identification of a room to house a media center 2. Budget expenditures to support the implementation of the media center 3. Student use and impact as measured by a student survey	UPA will establish site based, mobile, and web-based components of a Library Media Center through the following means: Provide dedicated space (core lab, satellite spaces, and on-line access) and communications infrastructure Provide space and resources for student collaboration and presentation preparation Establish library loan portals to expand students' access to books Establish digital access to newspapers and periodicals Provide loanable technology Provide print resources Hire media center technician to provide technological, research, e-learning, and college and career information support	All	All		Existing space will be dedicated to Library Media Center resources, including the transformation of the current computer lab. Student access to loanable technology will expand by 50%. Library loan portals will be expended to include city and county library loan systems and digital access to newspapers and periodicals will expand.	With a new school building, additional spaces will be committed to Library Media Center resources.	With a comprehensive Library Media Center in place, a Library Media Center Technician will be hired to provide library services.	State: Student Engagement; Conditions for Learning • Access to information and technology Pupil Achievement • Access to academic research tools; Local: Mission and Vision; Expected School-wide Learning Results

	<p>Facilitate expanded e-learning opportunities</p> <p>Provide digital access to research portals</p> <p>Provide digital and paper resources related to career education, college research, college applications, financial aid, and college readiness</p> <p>House digital math, English language, reading, and writing lab tutoring resources</p> <p>Provide digital standardized test preparation resources</p> <p>House loanable paper Advance Placement review materials</p>							
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6.0 Initiative: Improve the Availability of Computing Devices and Implement more Technology Courses into the Curriculum

<p>6.1 Need: Parent input from feedback gathering meetings indicates a strong desire from our parent community to see more technology-centric courses, specifically computer programming.</p> <p>Metrics: 1) The adoption and approval of a computer science pathway within the PLTW curricular frameworks. 2) Student interest and enrollment to implement a class in computer science into the school's</p>	<p>In response to community feedback, implement computer science courses on campus. Of primary importance is finding a qualified faculty member to deliver the instruction, as well as a curriculum or set of curriculum that will meet or exceed current UC Doorways standards.</p> <p>As a college preparatory school, the end goal of the pathway should be the Computer Science "A" AP course offering and exam.</p>	All	All		<p>Year 1 will be a building and scouting year. We will begin to seek the curricula that fit the need expressed by the parent community.</p> <p>Concurrently, we will examine our current faculty for qualified instructors. As needed, an employment posting and interview process will take place.</p> <p>Outreach to local industry</p>	<p>Implement the first computer science course in the master schedule.</p> <p>Student feedback via surveys and achievement data will guide next steps in the program.</p> <p>A teacher will attend an AP institute for Computer Science "A", so that students in the upper grades will have the opportunity to register for it</p>	<p>Implement the AP Computer Science "A" course in the master schedule.</p> <p>Student feedback via surveys and achievement data will guide next steps in the program.</p> <p>Industry and parent outreach will continue to line up opportunities for the computer</p>	<p>STATE:</p> <ul style="list-style-type: none"> • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate <p>LOCAL:</p> <ul style="list-style-type: none"> • Technology
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<p>master schedule for 2015-16</p>					<p>groups for resources and contacts will begin.</p> <p>A minimum enrollment of 22 students per computer science course offered.</p> <p>Students will be informed of the new pathway and what it entails, and be permitted to register for it the following year.</p>	<p>in the 2016-17 school year.</p> <p>Industry and parent outreach will continue to line up opportunities for the computer science track such as field trips, guest speakers, and internships.</p>	<p>science track such as field trips, guest speakers, and internships.</p>	
<p>6.2 Need: UPA lacks the necessary # of computers to fully implement computer/cloud-based Common Core testing, including the Smarter Balanced Assessment, access to digital textbooks, & access to enhanced digital curriculum resources.</p> <p>Metrics: Increase the current inventory by at least 67% (60 computers). Current inventory is at 90 computers. 60 additional would total 150 computers or the ability to provide a testing environment for 5 classrooms at once.</p>	<p>UPA's goal is to purchase at least 120 computers by LCAP Year 3. These resources will be used to facilitate Common Core testing, access to digital textbooks, and increased use of technology in every day instruction.</p>	<p>All</p>	<p>All</p>		<p>Purchase of at least 2 classroom sets: 30 computers per set (Chromebooks) & a storage/charging cart.</p>	<p>Purchase of third classroom set. Brings total to 90 new units.</p>	<p>Purchase of fourth classroom set. Brings total to 120 new units.</p>	<p>State Basic school services; Pupil achievement; School climate</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions on LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1. What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2. How do these actions/services link to identified goals and performance indicators?
3. What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Local Control and Accountability Plan

4. In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5. In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6. In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7. In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
 - A. What annual actions, LEA may include any services that support these actions, are to be preformed to meet the goals described in Section 2 for all pupils and the goals specifically for subgroups of pupils identified in Education Code 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA budget.

Local Control and Accountability Plan

Section 3A

Goal (Include and identify all goals from section 2, (if applicable))	Related State and Local priorities (from section 2)	Actions and Services	Level of Service (Indicate if schoolwide or LEA-wide)	Annual Update: Review of Actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding sources)		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Initiative: Eliminate the Achievement Gap							
<p>Implement the AVID (Advancement via Individual Determination) program. Through the AVID program, the school will attract into the program Low SES, EL, Special Ed, students of color and first generation college going students.</p> <p>In the AVID program, targeted students will acquire college going skills in:</p> <ul style="list-style-type: none"> • Writing • Inquiry • Collaboration • Organization • Reading 	<p>State: Course Access; Pupil achievement;</p> <p>Reduce student dropouts</p> <p>Local: Closing the Achievement Gap</p> <p>School Mission</p>	<p>1) Provide time for staff to visit Local AVID demonstration sites.</p> <p>2) Provide Training on the AVID program for the Executive Director.</p> <p>3) Appoint the AVID coordinator/teacher and core teachers that will support AVID activities in their subject areas.</p> <p>4) Provide training to AVID staff.</p> <p>5) Establish the course at the appropriate grade level in the upcoming master schedule.</p> <p>6) Recruit students.</p>	Schoolwide		<p>1) Send the Executive Director to AVID Leadership Training</p> <p>2) Appoint AVID Teachers and Send them to the AVID Summer Institute for training</p> <p>3) Purchase AVID curriculum materials</p> <p>4) Recruit as per the AVID /school criteria</p> <p>5) Implement the AVID elective class in Grade 9</p> <p style="text-align: center;">(\$25,000 .4FTE # 1100)</p>	<p>Continue actions and services #2-4 from 2014-15</p> <p>Increase the number of AVID elective classes to include Grades 8 and 9</p> <p style="text-align: center;">(\$15,000 .2 FTE #1100)</p>	<p>Continue actions and services #2- 4 from 2014-15</p> <p>Increase the number of AVID elective classes to include Grades 7, 8, 9 &10.</p> <p style="text-align: center;">(\$20,000 .2 FTE # 1100)</p>
<p>The school will offer a Summer Math/Literacy Institute (SMLI) that introduces English 7 and Math 7 to identified students.</p>	<p>State: Pupil outcomes in content areas of English and Math;</p> <p>Local: Access to advanced courses in core</p>	<p>Organize course content to be taught in SMLI</p> <p>Hire SMLI teachers</p> <p>Select and invite students to attend the SMLI as per profile</p>	Schoolwide	-	<p>1. Consult with Math and English staff to develop course content and matls. for the SMLI</p> <p>2. Establish the calendar of days &</p>	<p>1. Consult with Math and English staff to revise, if necessary, course content and materials for the SMLI</p>	<p>1. Consult with Math and English staff to revise, if necessary, course content and materials for the SMLI</p>

<p>In the Institute, the students will be introduced to course content to be taught during the school year in these courses. This summer “head start” will positively impact the students to achieve academic success (C- or better) in English 7 and Math 7.</p>	<p>courses</p>	<p>criteria</p> <p>Purchase instructional materials and supplies for the SMLI</p>			<p>hrs for operation of the SMLI</p> <p>3. Hire 2 SMLI teachers, 1 for Math and 1 for English.</p> <p>4. Organize a dept. meeting to review SMLI course content and select instruct. materials</p> <p>5. Develop profile of students who should attend the SMLI</p> <p>6. Counselors to identify & invite students to attend the SMLI</p> <p>7. Invite parents to a meeting to explain program and sign commitments to ensure that their student attends the SMLI</p> <p>(Hourly Summer Rate \$15,000 School #1100)</p>	<p>Continue actions and services # 2-6 from LCAP Year 1: 2014-15</p> <p>(Hourly Staff Rate 15,000 Summer School)</p>	<p>Continue actions and services # 2-6 from LCAP Year 1: 2014-15</p> <p>(Hourly Staff Rate 15,000 Summer School)</p>
<p>Establish a math support class to be offered during the regular school day that will aid students on the lower end of the achievement gap in closing that gap.</p> <p>This course is intended to be innovative and to be more adaptable than previous iterations of math support classes.</p> <p>Student needs will</p>	<p>LOCAL</p> <ul style="list-style-type: none"> Closing the Achievement Gap <p>STATE</p> <ul style="list-style-type: none"> Pupil achievement Pupil outcomes in content areas Course access School Climate 	<p>Implement Math support classes in the master schedule</p> <p>Train appropriate staff in the use of state/local assessments to guide Math assistance to students</p> <p>Allocate professional development funds for conferences and training on effective math intervention strategies.</p>	<p>Schoolwide</p>	<p>-</p>	<p>Allocate .4 FTE for Math support classes</p> <p>Train math support teachers on analysis and use of state assessments as well as NWEA Map</p> <p>Use student math achievement data to determine success of the math support program</p>	<p>Continue actions/services in 2014-15</p>	<p>Continue actions/services in 2014-15</p>

<p>be based on data provided by previous standardized test scores, NWEA MAP fall scores, and previous math grades. Instruction will be both direct instruction from faculty, as well as from computer adaptive resources such as ALEKS Math.</p>					<p>(FTE: \$24,000 #1100)</p>	<p>(FTE: \$24,750 #1100)</p>	<p>(FTE: \$25,500 #1100)</p>
<p>Establish an academic intervention program that pairs the targeted students with tutoring services, an individual learning plan, and success monitoring.</p> <p>Through these services, the school will help many first-generation college bound students acclimate and find success in a college preparatory environment, and by extension, gain acceptance to college, where they will be successful.</p> <p>This program will rely on the establishment of an Intervention Coordinator who:</p> <ul style="list-style-type: none"> Oversees SSTs for each student identified as At-Risk 							

<ul style="list-style-type: none"> Developing and monitoring individual learning plans for those At-Risk students. <p>Staffing and monitoring a tutorial center for At-Risk students</p>					<p>(.2 FTE Coordinator \$12,000 #1100)</p>	<p>(.2 FTE Coordinator \$12,000 #1100)</p>	<p>(.2 FTE Coordinator \$12,000 #1100)</p>
<p>Initiative: Build and Enhance a College- Going Culture</p>							
<p>UPA will purchase the Naviance platform to provide a rich college & career guidance program. Naviance will provide students with self-assessment tools for discovering interests, strengths, and personality types. Naviance will help guide students towards relevant career options, college choices, scholarship opportunities, & academic planning.</p>	<p>State: Basic school services; College readiness; Parent input/engagement</p>	<p>Purchase Software and student licenses Provide training to appropriate personnel on the use of Naviance</p>	<p>Schoolwide</p>	<p>-</p>	<p>Contact Naviance vendor and purchase the software Provide training to Counselors on the use of the software Register all incoming seniors Incorporate the use of Naviance into 12th grade Advisory classes</p> <p>(\$5,000 High School Grade 12 # 4200)</p>	<p>Roll-out to all High School, grades 9-11 Incorporate the use of Naviance into grades 9-12 high school Advisory classes Train high school Advisory teachers on the use of the program</p> <p>(Program amount for all high school paid in year 1 #4200)</p>	<p>Purchase Middle school modules for grades 7 and 8 Incorporate the use of Naviance into grades 7 and 8 middle school Advisory classes Train middle school Advisory teachers on the use of the program</p> <p>(\$2,500 middle School module grades 7&8 #4200)</p>
<p>UPA will develop a comprehensive college visitation program by providing the opportunity for all students to attend no less than 12 UC/CSU campuses BY THE TIME THEY GRADUATE: Grade 7-10: <ul style="list-style-type: none">Annual College</p>	<p>State: Student Engagement College Going Culture Local: Mission and Vision Expected School-wide Learning Results</p>	<p>Fund and implement college visitation programs for UPA students at all grade levels</p>	<p>Schoolwide</p>	<p>-</p>	<p>Trained AVID Coordinator will provide training to staff and counselors in AVID based college field trip strategies and curriculum Plan college field trips at the onset of the school year and inform students,</p>	<p>Continue actions/ services from 2014-15</p>	<p>Continue actions/services from 2014-15</p>

<p>Field trip (4 colleges)</p> <p>Grade 11:</p> <ul style="list-style-type: none"> Junior trip (11 colleges) <p>Grade 12:</p> <ul style="list-style-type: none"> Senior retreat <p>UPA will facilitate student field trips to local college fairs.</p> <p>The on-line component of the UPA Media Center will include access to self-guided college tours and the Naviance college evaluations tools.</p>					<p>parents and staff.</p> <p>Implement fall college field trips for all UPA students.</p> <p>Implement spring overnight college visitation program to Southern CA colleges and universities for 11th Grade students.</p> <p>Counselors will review logistics and plan student field trips to local college recruitment fairs</p> <p>(Fall Field trip: \$7,500; Spring Field Trip: \$25,000 #5830)</p>	<p>(Fall Field trip: \$7,725; Spring Field Trip: \$25,535 #5830)</p>	<p>(Fall Field trip: \$7,879; Spring Field Trip: \$26,000 #5830)</p>
<p>UPA will employ a fundraising strategy that will fund a comprehensive college visitation program.</p>	<p>State: Student Engagement College Going Culture</p> <p>Local: Mission and Vision</p> <p>Expected School-wide Learning Results</p>	<p>Seek alternative funding sources to subsidize college field trips</p>			<p>The administration will present college field trip needs to the UPA Foundation, PTA organization and parents to obtain contributions for the field trips. These funds together with the school's field trip budget will fund these field trips</p>		
<p>Initiative: Strengthen the Culture of Accountability</p>							
<p>Implement Data Director as the school's data management module and establish procedures by which the faculty and staff may access student scores on a variety of assessments, including</p>	<p>LOCAL</p> <ul style="list-style-type: none"> Closing the Achievement Gap <p>STATE</p> <ul style="list-style-type: none"> Pupil achievement Pupil outcomes in content areas <p>Implementation of state standards</p>	<p>Purchase Data Director program</p> <p>Provide training to key staff members in the implementation of Data Director including loading state and local assessments into the program</p> <p>Load historical data into Data Director</p>	<p>Schoolwide</p>	<p>-</p>	<p>Purchase Data Director through EdTec</p> <p>Provide technical training on the use and implementation of Data Director to the Director of Technology, Director of Instruction and Director of Business</p>	<p>Conduct professional development on inquiry cycles</p> <p>Continue actions/services form 2014-15</p>	<p>Continue all actions/services from 2015-16</p>

<p>predictors of academic success, such as the NWEA MAP exam.</p> <p>Through the establishment of this resource, the faculty and staff will have hard data to guide decision making to best meet the needs of students on the low end of the achievement gap.</p> <p>This resource, used concurrently with the adoption of the NWEA MAP exam, will provide faculty and staff with a constant, and predictive source of data, rather than the lagging indicators of GPA and CST scores that had previously been used to establish support programs.</p>					<p>and Operations</p> <p>Plan and deliver professional Development to teachers on the use of Data Director to inform classroom instruction</p> <p>(Data Director Software License: \$4,000 # 5581)</p>	<ul style="list-style-type: none"> • (Data Director Software License: \$4,000 # 5581) • Professional development: \$1,000 #5863) 	<ul style="list-style-type: none"> • (Data Director Software License: \$4,000 # 5581) • Professional development: \$1,000 #5863)
<p>Improve school accountability and parent involvement by developing a list of key data (Indicators of Success) to be shared with the Board, staff, and public at various benchmark dates throughout the academic year. The metrics are to be classified as:</p> <ul style="list-style-type: none"> • Leading Indicators - current progress data that can be used to make program/school 					<p>Present the final list of the Indicators to the Board for Approval</p> <p>Assign permanent data gathering responsibilities to appropriate administrative staff</p> <p>Publish in English and Spanish the Indicators of Success Report on the school's website</p>	<p>Continue actions/services as 2014-15</p>	<p>Continue actions/services as 2014-15</p>

<p>adjustments in real time.</p> <ul style="list-style-type: none"> • Lagging Indicators – data that provides useful information for strategic decision-making. Data is usually available to the school at the end of the semester or year <p>The Indicators of Success are to include:</p> <ol style="list-style-type: none"> 1. School ADA 2. Dept. GPA 3. # of students earning a C- or better 4. School wide Semester GPA 5. #/ percent of seniors on target to graduate 6. # of students seeking enrollment in UPA 7. # /percent of students passing CAHSEE 8. Number of student withdrawals 9. Number of EL's redesignated 10. Number/ percent of students enrolled in AP Classes 11. School wide RIT level vs norms using the NWEA MAP test 					<p align="center">(\$500 #4375)</p>	<p align="center">(\$500 #4375)</p>	<p align="center">(\$500 4375)</p>
<p>Implement NWEA MAP testing in the area of Language Arts, Reading, and Mathematics.</p> <p>Align benchmarking</p>	<p>State: Pupil achievement; Implementation of state standards;</p> <p>Local: School accountability</p>	<p>Contact NWEA for a quotation on a schoolwide contract</p> <p>Provide administration training on the use of MAP</p>	<p align="center">Schoolwide</p>	<p align="center">-</p>	<p>Establish a calendar of testing dates for grades 7-10, fall and spring</p> <p>Notify affected teachers of test times, room assignments and</p>	<p>Continue actions and services form Year 1: 2014-15</p>	<p>Continue actions and services form Year 1: 2014-15</p>

with Common Core standards.					<p>modified bell schedules</p> <p>Dir. of Instruction and Dir. of Technology to attend annual NWEA conference for advanced training</p> <p>Schedule staff training during Aug. Professional Development week.</p> <p>Review testing procedures and reports. Modify process as appropriate</p> <p>(\$8,000 student licenses # 5878)</p>	(\$8,000 student licenses # 5878)	(\$8,000 student licenses # 5878)
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Initiative: Improve the Quality of Student Life on Campus

<p>UPA will support student mental health needs and ensure that students receive the care they need with the following mental wellness initiatives:</p> <p>1) UPA teachers, staff, and administration will be appropriately trained by accessing regional mental health response and prevention professional training resources.</p> <p>2) UPA will establish “safe” counseling space to facilitate servicing the emergency or on-going mental health needs of students.</p>	<p>State: Student Engagement College Going Culture State Superintendent mental health memo (February 2014)</p> <p>Local: Mental Wellness Initiative</p>	<p>1. Research Mental health agencies that could support UPA’s mental wellness program</p> <p>2. Fund training for staff, especially counselors</p> <p>3. Establish norms for staff on addressing mental health related problems</p> <p>4. Provide student with information on resiliency and stress management</p> <p>5. Review UPA operations/academic environment to reduce stress creating practices</p>	Schoolwide	-	<p>1. Establish relationships between mental health agencies to provide on-going training and reference resources to counseling staff.</p> <p>2. Create administrative regulations and procedures for counselors and staff on making student referrals to agencies and addressing mental health and stress-related issues.</p> <p>3. Provide response and prevention training to UPA counselors and Director of Student Services</p> <p>4. Provide periodic</p>	Continue actions/services from 2014-15	Continue actions/services from 2014-15
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<p>3) UPA will continue to assess the school climate as related to academic stress, school safety and supervision, and mental health in order to identify key areas of concern for student health and wellness.</p> <p>4) UPA will identify and address key aspects of the instructional program for strategies focused on preserving a healthy level of academic stress as related to instructional delivery, rigor, and homework (i.e. master schedule, bell schedule).</p> <p>5) UPA will establish comprehensive partnerships with mental health support staff at the Santa Clara County Office of Education, and the Santa Clara County Mental Health Department for purposes of receiving training, establishing referral avenues, and providing resources for students who interact with UPA staff charged with responding to students in need of these services.</p>				<p>information and training to staff regarding the mental wellness program</p> <p>5. Provide appropriate levels of student training through Advisory curriculum, including formal curriculum around resiliency and managing academic stress.</p> <p>6. Locate “safe” counseling space in the classroom and office locator.</p> <p>7. Review current instructional policies, master schedule, bell schedule, and calendar to reduce school stress</p>	<p>(\$1,000 Staff training #5863)</p>	<p>(\$1,000 Staff training #5863)</p>
<p>UPA will increase the number of sports offerings intramurals and</p>	<p>State: Engagement</p> <ul style="list-style-type: none"> Fostering a healthy school 	<p>1. Gauge student interest in fielding additional sports teams and cheer</p>	<p>Schoolwide</p>	<p>1. Conduct surveys to confirm student interest in fielding additional sports and</p>	<p>1) Provide coaching and material resources to support the addition of</p>	<p>1) Provide coaching and material resources to support the addition of</p>

clubs available to all students.	<p>climate</p> <p>Local: Mission and Vision;</p> <p>Expected School-wide Learning Results;</p> <p>Mental Wellness Initiative</p>	2. Expand the schools intramural sports program			<p>intramurals</p> <p>2. Pending confirmation of interest, UPA Athletic Director will provide for additional sports including but not limited to Cheer, Baseball, and Softball.</p> <p>3. Pending student interest work with ASB to include 1 additional intramural offering.</p> <p>4. Inform students of additional athletic opportunities through announcements and advisory class presentations</p> <ul style="list-style-type: none"> • (Coaches: \$2,000 #5874 • Intramural prizes: \$300 #4330) 	<p>baseball to the list of available sports.</p> <p>2) Pending student interest work with ASB to include 1 additional intramural offering</p> <p>4. Inform students of additional athletic opportunities through announcements and advisory class presentations</p> <ul style="list-style-type: none"> • (Coaches: \$2,000 #5874 • Intramural prizes: \$300 #4330) 	<p>softball to the list of available sports.</p> <p>2) Pending student interest work with ASB to include 1 additional intramural offering</p> <p>4. Inform students of additional athletic opportunities through announcements and advisory class presentations</p> <ul style="list-style-type: none"> • (Coaches: \$2,000 #5874 • Intramural prizes: \$300 #4330)
UPA will train staff to provide a WEB Orientation to all incoming seventh grade students, and a LINK CREW Orientation to all ninth grade incoming and returning students. Staff will train student leaders to become Link and Web leaders, to provide mentorship to all incoming students, and to conduct year-long character building programming to support new students with the	<p>State: Student engagement</p> <p>Foster a healthy school climate</p> <p>Increase attendance</p> <p>Decrease drop-outs and mobility</p> <p>Local: Mission and Vision</p> <p>Expected School-wide Learning Results</p> <p>Mental Wellness Initiative</p>	<p>1) Provide training to WEB and LINK coordinators.</p> <p>2) Provide a budget for the WEB/Link Crew student mentoring program</p> <p>3) Provide orientation regarding WEB/Link Crew to appropriate grade level students</p>	Schoolwide		<p>1. Send two staff members to WEB/LINK training.</p> <p>2. Ensure that all incoming grade 7th and 9th grade students, especially low income students, English learners, and foster youth receive an orientation about Web/Link Crew and that they participate in the yearlong program</p> <p>3) WEB and LINK coordinators' select student leaders for the WEB/Link Crew programs</p>	Same actions and services form year 1: 2014-15	Same actions and services form year 1: 2014-15

transition to high school and middle school.					(Staff stipends: (\$5,000 # 1100))	(Staff stipends: (\$5,000 # 1100))	(Staff stipends: (\$5,000 # 1100))
<p>UPA will establish site based, mobile, and web-based components of a Library Media Center through the following means:</p> <p>Provide dedicated space (core lab, satellite spaces, and on-line access) and communication infrastructure</p> <p>Provide space and resources for student collaboration and presentation preparation</p> <p>Establish library loan portals to expand students' access to books</p> <p>Establish digital access to newspapers and periodicals</p> <p>Provide loanable technology</p> <p>Provide print resources</p> <p>Hire media center technician to provide technological, research, e-learning, and college and career information support</p> <p>Facilitate expanded e-learning opportunities</p> <p>Provide digital access</p>	<p>State: Student Engagement</p> <ul style="list-style-type: none"> Collaborative academic school climate <p>Conditions for Learning</p> <ul style="list-style-type: none"> Access to information and technology <p>Pupil Achievement</p> <ul style="list-style-type: none"> Access to academic research tools <p>Local:</p> <ul style="list-style-type: none"> Mission and Vision Expected School-wide Learning Results 	<ol style="list-style-type: none"> Identify space on campus to house the media center. Design digital access to media center resources Purchase subscriptions to e-libraries Purchase equipment and supplies for the media center Provide staffing for the media center Fund expanded e-learning opportunities Provide student orientation to media resources 	Schoolwide	-	<ol style="list-style-type: none"> Provide for dedicated space in classroom utilization plan for the media center Provide funding to support design of library media center portal Purchase mobile computing technology for student use Purchase media center print and on-line resources to conduct college /career research and test preparation Seek parent volunteers and/or hire an hourly library media center technician to ensure operating hours before and after school Address issues related to digital divide by providing student orientation to media center resources especially <u>for low income pupils, English Learners and foster youth</u> 	<ol style="list-style-type: none"> Continue funding for webmaster support to the library media center Purchase additional technology for student use Fund a part-time library media center technician 	<ol style="list-style-type: none"> Continue actions/services #1 and 2 from Year 2: 2015-16 Fund a full time library media center technician

to research portals							
Provide digital and paper resources related to college research, college applications, financial aid, and college readiness							
Provide digital and paper resources related to career education							
House digital math, English language, reading, and writing lab tutoring resources							
Provide digital standardized test preparation resources							
House loanable paper Advance Placement review materials							
					<ul style="list-style-type: none"> • (Library Portals: \$5,000 #4200 • Web design: \$1,000 # 5896 • Furniture & equipment \$1,500 4410 • Staff Time-Classified: \$9,000 @ \$15/hour for 600 hours) #2100 	<ul style="list-style-type: none"> • (Library Portals: \$5,000 #4200 • Web design: \$1,000 # 5896 • Furniture & equipment \$1,500 4410 • Staff Time-Classified: \$15,000 @ \$15/hour for 6 hours/day #2100) 	<ul style="list-style-type: none"> • (Library Portals: \$5,000 #4200 • Web design: \$1,000 # 5896 • Furniture & equipment \$1,500 4410 • Staff Time-Classified: \$20,000 @ \$15/hour for 8 hours/day #2100)

Initiative: Improve the Availability of Computing Devices and Implement more Technology Courses into the Curriculum

In response to community feedback, implement computer science courses on campus. Of primary importance is finding a qualified faculty member to deliver the instruction, as well as a curriculum or set of curriculum that will meet or exceed current UC Doorways standards. As a college preparatory school, the end goal of the	<p>LOCAL</p> <ul style="list-style-type: none"> • Technology <p>STATE</p> <ul style="list-style-type: none"> • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate 	<p>Designate qualified staff to teach computer science courses</p> <p>Develop and obtain a list of curriculum materials, software and equipment necessary to implement computer science courses</p> <p>Designate classroom for the courses</p> <p>Provide training for staff</p>	Schoolwide	-	<p>Select or hire a qualified staff member to teach the course</p> <p>Select and /or develop introductory course curriculum</p> <p>Provide training for the teacher</p> <ul style="list-style-type: none"> • (Curriculum materials: \$7,000 #4100; 	<p>Purchase materials equipment and software</p> <p>Allocate a .2FTE in the Master Schedule For Introduction to Computer Science Course</p> <p>Send the teacher to AP Computer Science A Training</p> <ul style="list-style-type: none"> • (Curriculum Materials & Software: \$18,000 #4100) • .2 FTE: 13,000 # 1100; 	<p>Allocate a .2FTE in the Master Schedule For AP Computer Science Course</p> <p>Continue actions and services established in the 2015/16 school year</p> <p>Review and revise actions and services on an annual basis as needed</p>
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pathway should be the Computer Science A AP course offering and exam.					<ul style="list-style-type: none"> • Teacher training: \$2,000 # 5863) 	<ul style="list-style-type: none"> • Training: \$1,000 # 5863) 	(.2 FTE: \$13,000 #1100)
UPA's goal is to purchase at least 120 computers by LCAP Year 3. These resources will be used to facilitate Common Core testing, access to digital textbooks, and increased use of technology in every day instruction.	<p>State: Basic school services; Pupil achievement; School climate</p>	<p>Purchase 2 classroom sets of Chromebooks, including the charging carts for a total of 60 computers</p> <p>Purchase and install security software on each Chromebook</p> <p>Provide training to staff on the use of the Chromebooks</p>	Schoolwide		<ol style="list-style-type: none"> 1. Send project to bid with 3 vendors 2. Review bids with the mgt. team; offer a recommendation to UPA Board for purchase of 2 classroom sets of Chromebooks 3. Bar tag and inventory all units & add to school's reservation system 4. Schedule trng. & professional development for staff on use of the Chromebooks using Schoology, Google classroom & other UPA software <p>(\$34,000 Computers # 4420)</p>	<p>Continue same actions and services for 1 set of Chromebooks (30) and charging cart as Year 1: 2014-15</p> <p>(\$17,000 Computers #4420)</p>	<p>Continue same actions and services for 1 set of Chromebooks (30) and charging cart as Year 1: 2014-15</p> <p>(\$17,000 Computers #4420)</p>

Local Control and Accountability Plan

Section B

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

Local Control and Accountability Plan

Section 3B

Goal (Include and identify all goals from section 2, (if applicable))	Related State and Local priorities (from section 2)	Actions and Services	Level of Service (Indicate if schoolwide or LEA-wide)	Annual Update: Review of Actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding sources)		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<i>Initiative: Eliminate the Achievement Gap</i>							
<p>1.0 Implement the AVID (Advancement via Individual Determination) program. Through the AVID program, the school will attract into the program Low SES, EL, Special Ed, students of color and first generation college going students.</p> <p>By implementing the AVID program, the targeted students will be trained by teachers and acquire college going skills in:</p> <ul style="list-style-type: none"> • Writing • Inquiry • Collaboration • Organization • Reading 	<p>State: Course Access; Pupil achievement;</p> <p>Reduce student dropouts</p> <p>Local: Closing the Achievement gap</p> <p>School Mission</p>	<p>For low income pupils and Foster Youth</p> <p>Same actions and services as #2- 6 in A section above</p> <p>Provide AVID training to counselors</p> <p>Counselors to identify and recruit low income students for AVID elective class</p>	School-wide		<p>Same actions and services as 3A, Year 1: 2014-15 P22 above.</p> <p>AVID Coordinator/teacher to consult with counselors to assist them in recruiting low income and foster youth</p> <p>(Cost already included in 3A P22 above)</p>	<p>Same actions and services as 3A, Year 2: 2015-16 above P22 above</p> <p>Send a Counselor to AVID Summer Institute training</p> <p>(Additional \$1,000 to 3A, Year 2 P22 above for summer Institute #5863)</p>	<p>Same actions and services as 3A, Year 3: 2015-16 P22 above</p> <p>(Cost already included in 3A,P22 above)</p>
<p>Implement the AVID (Advancement via Individual Determination) program.</p>	<p>State: Course Access; Pupil achievement;</p> <p>Reduce student dropouts</p>	<p>For English Learners</p> <p>For Redesignated fluent English</p>			<p>Same actions and services as 3A, Year 1: 2014-15 P22 above</p>	<p>Continue same actions and services as above.</p>	<p>Same actions and services as 3A, Year 3: 2015-16 P22 above</p>

<p>Through the AVID program, the school will attract into the program Low SES, EL, Special Ed, students of color and first generation college going students.</p> <p>2.0 By implementing the AVID program, the targeted students will be trained by teachers and acquire college going skills in:</p> <ul style="list-style-type: none"> • Writing • Inquiry • Collaboration • Organization • Reading 	<p>Local: Closing the Achievement gap; School Mission</p>	<p>Proficient Pupils:</p> <p>Same actions and services as in A section #2- 6 above</p> <p>Provide AVID training to the EL coordinator</p> <p>Coordinator to identify and recruit EL students for AVID elective class</p>			<p>AVID Coordinator/teacher to consult with EL coordinator to assist in recruiting English Learners and Redesignated fluent English Proficient Pupils:</p> <p>(Cost already included in 3A P22 above)</p>	<p>Send EL Coordinator to AVID Summer Institute training</p> <p>(Additional \$1,000 to 3A, Year 2 P 22 above for Summer Institute # 5863)</p>	<p>(Cost already included in 3A,P22 above)</p>
<p>The school will offer a Summer Math/Literacy Institute (SMLI) that introduces English 7 and Math 7 courses to identified students. In the Institute, the students will be introduced to course content to be taught during the school year in these courses. This summer “head start” will positively impact the students to achieve academic success (C- or better) in English 7 and Math 7.</p>	<p>State: Pupil outcomes in content areas of English and Math;</p> <p>Local: Access to advanced courses in core courses</p>	<ul style="list-style-type: none"> • For low income pupils • For English Learners • For Foster Youth • For Redesignated fluent English Proficient Pupils: <p>1. Identify students from the student subgroups above to attend the SMLI</p> <p>2. Organize a student/parent meeting to obtain commitments for attending the SMLI</p> <p>3. Provide parent training that will assist them in monitoring academic progress for</p>	<p>Schoolwide</p>		<p>1. Counselors and EL Coordinator to identify incoming 7th grade low income, English learners and redesignated FEP students</p> <p>2. Parents and students to be invited to a meeting with administration before the end of school year to personally invite students to participate in the SMLI</p> <p>3. Parent training will be conducted on the use of the school’s student Information system to access student progress for the institute and into the school year</p> <p>4. Parent orientation will also be</p>	<p>Continue actions and services from Year 1: 2014-15</p>	<p>Continue actions and services from Year 1: 2014-15</p>

		the coming year.			<p>conducted and will address the following topics:</p> <ul style="list-style-type: none"> • Introduction to school staff facilities, and policies • Instructional materials to be used by their student for the coming year • Indicators of academic success or lack of progress • How to access academic support for their student if necessary • Calendaring a grading conference with all teachers for their student just after the first grading period. <p>(\$1,000 staff time # 1100)</p>		
<p>Establish an academic intervention program that pairs the targeted students with tutoring services, an individual learning plan, and success monitoring. Through these services, the school will help many first-generation college bound students acclimate and find</p>	<p>LOCAL</p> <ul style="list-style-type: none"> • Closing the Achievement Gap <p>STATE</p> <ul style="list-style-type: none"> • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate 	<p>For low income pupils For English Learners For redesignated pupils</p> <p>Continue services from 3A above</p> <p>Conduct frequent monitoring of students and issue a report to the Executive Director and Director of Instruction</p>	Schoolwide	-	<p>At the start of school convene SSTs for students</p> <p>Monitor student progress on a monthly basis</p> <p>Issue a report to Administration on a monthly basis</p>	<p>Same actions/services as in 2014-15</p> <p>Review program based on student progress and modify as appropriate</p>	<p>Same actions/services as in 2014-15</p> <p>Review program based on student progress and modify as appropriate</p>

<p>success in a college preparatory environment, and by extension, gain acceptance to college, where they will be successful.</p> <p>This program will rely on the establishment of an Intervention Coordinator who:</p> <ul style="list-style-type: none"> Oversees SSTs for each student identified as At-Risk Developing and monitoring individual learning plans for those At-Risk students. <p>Staffing and monitoring a tutorial center for At-Risk students</p>					<p>(Costs covered in 3A P25 above)</p>	<p>(Costs covered in 3A P25 above)</p>	<p>(Costs covered in 3A P25 above)</p>
<p>To take students who may be first-generation college bound, or who might have never considered an AP course, and create a system that fosters their academic success in two or more AP courses.</p> <p>In order to ensure that all students can take and pass two AP courses, the school must support them by:</p> <ul style="list-style-type: none"> Offering 10 or more AP courses in order to offer students choices wherein they can find 	<p>LOCAL</p> <ul style="list-style-type: none"> Closing the Achievement Gap Creating a college-going culture <p>STATE</p> <ul style="list-style-type: none"> Pupil achievement Pupil outcomes in content areas Course access School climate 	<p>Designate a coordinator for the program</p> <p>Allocate space for tutoring</p> <p>Designate English and Math Teachers to staff the tutorial room</p> <p>Develop <u>I</u>ndividual <u>L</u>earning <u>P</u>lans for the students needing tutoring</p> <p>Establish benchmark monitoring dates for students in the program</p>	<p>Schoolwide</p>	<p>-</p>	<p>Allocate .2 FTE for coordination of the Intervention Program</p> <p>Appoint tutoring center staff</p> <p>Establish criteria for enrolling students into the program</p> <p>Develop and implement and ILP for each student in the program and review progress at benchmark dates during <u>S</u>tudent <u>S</u>tudy <u>T</u>eam Meetings</p>	<p>Implement a mandatory parent/student/teacher conference at the mid semester</p> <p>Continue all other Actions and services from 2014-15</p>	<p>Continue Actions and services from 2015-16</p>

<p>success.</p> <ul style="list-style-type: none"> Using the school's social networking system, Schoology, establishing study groups and online resource sharing for students <p>Staffing AP courses with faculty who are trained to differentiate and deliver sophisticated, rigorous material to students at all ability levels.</p>					<ul style="list-style-type: none"> (.2 FTE: \$13,000 Coordination Time Staff meeting time for SST's: \$6,000: #1100) 	<ul style="list-style-type: none"> (.2 FTE: \$13,500 Coordination Time Staff meeting time for SST's: \$6,000 # 1100) 	<ul style="list-style-type: none"> (.2 FTE: \$14,000 Coordination Time Staff meeting time for SST's \$6,000 # 1100)
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Initiative: Build and Enhance a College- Going Culture

<p>UPA will develop a comprehensive college visitation program by providing the opportunity for all students to attend no less than 12 UC/CSU campuses BY THE TIME THEY GRADUATE:</p> <p>Grade 7-10:</p> <ul style="list-style-type: none"> Annual College Field trip (4 colleges) <p>Grade 11:</p> <ul style="list-style-type: none"> Junior trip (11 colleges) <p>Grade 12:</p> <ul style="list-style-type: none"> Senior retreat <p>UPA will facilitate student field trips to local college fairs.</p> <p>The on-line component of the UPA</p>	<p>State: Student Engagement</p> <p>College Going Culture</p> <p>Local: Mission and Vision</p> <p>Expected School-wide Learning Results</p>	<p>For Low Income For English Learners For Foster youth</p> <p>Ensure participation of all significant populations in college fairs and field trips</p> <p>Invite parents of these significant groups to act as parent monitors for these field trips.</p>	Schoolwide	-	<p>Same actions/services as LCAP 3A Year 1: 2014/15 above</p> <p>Administration is to identify special populations and extend invitation to participate by letter and email to parents.</p> <p>Administration to identify parents from these subgroups and invite them to attend the field trips with their student.</p>	Continue actions and services from Year1: 2014/15	Continue actions and services from Year1: 2014/15
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Media Center will include access to self-guided college tours and the Naviance college evaluations tools.					(Costs covered in 3A P25 above)	(Costs covered in 3A P25 above)	(Costs covered in 3A P25 above)
Initiative: Support for English Learners							
<p>Presently, this site has two designations for ELD – ELL and RFEP/IFEP. Data indicates that not all students who have been designated RFEP are finding success. A monitoring and support system needs to be put into place to ensure the academic success of all students with varying degrees of English fluency.</p> <p>In order to design a more comprehensive ELD program, an ELD Coordinator position must be established, who can monitor, tutor, and offer placement recommendations for all incoming ELL students.</p> <p>The ELD Coordinator will work with the Director of Instructional Services and a consulting team of teachers to establish ELD levels (EL 1-3, RFEP) and a set of criteria for each.</p> <p>All students with an</p>	<p>LOCAL</p> <ul style="list-style-type: none"> Closing the Achievement Gap <p>STATE</p> <ul style="list-style-type: none"> Pupil achievement Pupil outcomes in content areas Course access School climate 	<p>For English Learners</p> <p>Establish the position of English Learner Coordinator</p> <p>Identify criteria for different ELD levels to differentiate services</p>	Schoolwide	-	<ol style="list-style-type: none"> Create a job description for the position of English Learner Coordinator Appoint the coordinator The Coordinator working with the Director of Instruction, Language Arts teachers and counselors will establish criteria for placement of English Learners in various EL levels and services Coordinator to monitor progress of all English Learners and redesignated students and provide classroom instruction for English Learners 	Continue actions/services in step 4 of 2014-15	Continue actions/services in step 4 of 2014-15

<p>ELD designation will be monitored for academic success and be given consultation services as needed.</p>					<ul style="list-style-type: none"> • (.2 FTE Program Coordination • .2 FTE for English Learner classroom Instruction <p>(\$28,286 # 1100)</p>	<ul style="list-style-type: none"> • (.2 FTE Program Coordination • .2 FTE for English Learner classroom Instruction <p>(\$29,135 # 1100)</p>	<ul style="list-style-type: none"> • (.2 FTE Program Coordination • .2 FTE for English Learner classroom Instruction <p>(30,008 # 1100)</p>
<p>1.0 To develop an Individual Learning Plan (ILP) form to be signed by the student, parent and teachers as a tool for monitoring EL student progress. The form is to show the following:</p> <ol style="list-style-type: none"> 1. The student's learning goals for core courses. 2. Assessment results 3. Post high school career plans. 4. Extra support/ interventions for the student. <p>The ILP is to be reviewed for progress in a meeting with teachers, parents and students at the end of grading periods 2, and 5 and at the end of each semester.</p>	<p>State: Pupil Achievement; Conditions for Learning; Parent Engagement</p> <p>Local: Expected schoolwide learning results- <i>possess strong written and verbal communication skills</i></p>	<p>For English Learners & For Redesignated fluent English Proficient Pupils:</p> <p>Design the ILP form that is to include all the items indicated in goal 1.0</p> <p>Establish a calendar of meeting dates for reviewing the ILP with parents and notify appropriate staff</p>	<p>Schoolwide</p>	<p>-</p>	<ol style="list-style-type: none"> 1) The EL coordinator is to design and duplicate the ILP for use by the start of school 2014-15. 2) The EL coordinator is to review the form with counselors and together with them populate the form for each EL and redesignated student 3) Schedule meeting dates with parents and appropriate teachers to review student progress using the ILP. <p>(\$500 #4330)</p>	<ol style="list-style-type: none"> 1) Modify the ILP form if necessary 2) Continue the actions/services 2 and 3 from 2014-15 <p>(\$500 #4330)</p>	<ol style="list-style-type: none"> 1) Modify the ILP form if necessary 2) Continue the actions/services 2 and 3 from 2014-15 <p>(\$500 #4300)</p>
<p>2.0 To develop a list of metrics including the following:</p> <ul style="list-style-type: none"> • Grades in core courses • Assessment results- NWEA CELDT. • Overall GPA <p>Progress towards re-designation</p>		<p>Develop the report form that will include the metrics indicated in Goal 2.0.</p> <p>Determine dates to issue the report</p>	<p>Schoolwide</p>	<p>-</p>	<ol style="list-style-type: none"> 1) Develop the EL progress report form 2) Assign data gathering responsibilities to administration 3) Schedule dates to issue the report <p>(\$500 # 4330)</p>	<ol style="list-style-type: none"> 1) Modify the EL progress report form if necessary 2) Continue issuing the report as per the agreed upon schedule <p>(\$500 #4300)</p>	<ol style="list-style-type: none"> 1) Modify the EL progress report form if necessary 2) Continue issuing the report as per the agreed upon schedule <p>(\$500 #4300)</p>

<p>3.0 To formally appoint an EL Coordinator who will be responsible to monitor 1) EL progress, 2) communicate with the home, 3) conduct periodic IEP reviews with parents and staff as well as 4) provide pull out instruction for EL's needing special instructional support</p>		<p>Develop a Description of Duties for the position of EL coordinator</p> <p>Appoint a faculty member best qualified to fill the position</p>	<p>Schoolwide</p>	<p>-</p>	<p>1) Develop the list of duties and responsibilities and seek internal applicants</p> <p>2) Appoint the EL coordinator by June 30 2014</p> <p>3) Indicate the EL coordination and instruction period on the school's master schedule</p> <p>(Cost covered in 3B P40 Above)</p>	<p>Continue action/services # 3 from 2014-15</p> <p>(Cost covered in 3B P40 above)</p>	<p>Continue action/services # 3 from 2014-15</p> <p>(Cost covered in 3B P40 Above)</p>
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Initiative: Strengthen the Culture of Accountability

<p>Improve school accountability and parent involvement by developing a list of key data to be shared with the Board and public at various benchmark dates throughout the academic year. The metrics are to be classified as:</p> <ul style="list-style-type: none"> • Leading Indicators - current progress data that can be used to make program/school adjustments in real time. • Lagging Indicators - data that provides useful information for strategic decision-making. Data is usually available to the 	<p>State: School climate; Pupil achievement</p> <p>Local: Public Accountability</p>	<ul style="list-style-type: none"> • For English Learners • Redesignated fluent English Proficient Pupils: <p>Same actions and services as 3A above</p> <p>Review and share information with EL parents</p>	<p>Schoolwide</p>	<p>-</p>	<p>Same actions/services as 3A LCAP Year 1: 2014-15 P28, above</p> <p>EL coordinator to review Indicators of Success with parents at EL Parent Meetings</p>	<p>Continue actions/services as 3A LCAP Year 1: 2014-15 P28, above</p> <p>EL Coordinator to continue reviewing Indicators of Success with parents at EL Parent Meetings</p>	<p>Continue actions/services as 3A LCAP Year 1: 2014-15 P28, above</p> <p>EL Coordinator to continue reviewing Indicators of Success with parents at EL Parent Meetings</p>
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<p>school at the end of the semester or year</p> <p>The metrics are to include:</p> <ol style="list-style-type: none"> 1. School ADA 2. Department GPA 3. Number of students earning a C- or better 4. School wide Semester GPA 5. Number/percent of seniors on target to graduate 6. Number of students seeking enrollment in UPA 7. Number /percent of students passing CAHSEE 8. Number of student withdrawals 9. Number of EL's redesignated 10. #/percent of students enrolled in AP Classes <p>School wide RIT level vs norms using the NWEA MAP test</p>					<p align="center">(\$100 material #4330)</p>	<p align="center">(\$100 materials #4330)</p>	<p align="center">(\$100 materials #4330)</p>
Initiative: Improve the Quality of Student Life							
<p>UPA will support student mental health needs and ensure that students receive the care they need with the following mental wellness initiatives: 1) UPA teachers, staff, and administration will be appropriately</p>	<p>State: Student Engagement College Going Culture State Superintendent mental health memo (February 2014)</p>	<p>For low income pupils, English language learners, and foster youth: Inform families and build relationships with foster care agencies regarding mental wellness resources on</p>	<p align="center">Schoolwide</p>	<p align="center">-</p>	<p>Same actions/services from 3A LCAP Year 1: 2014-15 above</p> <p>1. Through various advisory groups, orientation meetings and parent conferences inform families of the available mental health</p>	<p>Same actions/services from 2014-15</p>	<p>Same actions/services from 2014-15</p>

<p>trained by accessing regional mental health response and prevention professional training resources.</p> <p>2) UPA will establish “safe” counseling space to facilitate servicing the emergency or on-going mental health needs of students.</p> <p>3) UPA will continue to assess the school climate as related to academic stress, school safety and supervision, and mental health in order to identify key areas of concern for student health and wellness.</p> <p>4) UPA will identify and address key aspects of the instructional program for strategies focused on preserving a healthy level of academic stress as related to instructional delivery, rigor, and homework (i.e. master schedule, bell schedule).</p> <p>5) UPA will establish comprehensive partnerships with mental health support staff at the Santa Clara County Office of Education, and the Santa Clara County Mental Health Department for purposes of receiving training, establishing</p>	<p>Local: Mental Wellness Initiative</p>	<p>campus</p>			<p>resources and that attendance and academic progress are reinforced at home and at school.</p> <p>2. UPA will partner with foster agencies where appropriate to ensure strong link between school and foster care provider</p>		
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referral avenues, and providing resources for students who interact with UPA staff charged with responding to students in need of these services.					Staff Training \$1,000 #5863)	Staff Training \$1,000 #5863)	Staff Training \$1,000 #5863)
<p>UPA will train staff to provide a WEB Orientation to all incoming seventh grade students, and a LINK CREW Orientation to all ninth grade incoming and returning students.</p> <p>Staff will train student leaders to become Link and Web leaders, to provide mentorship to all incoming students, and to conduct year-long character building programming to support new students with the transition to high school and middle school.</p>	<p>State: Student engagement</p> <p>Foster a healthy school climate</p> <p>Increase attendance</p> <p>decrease drop-outs and mobility</p> <p>Local: Mission and Vision</p> <p>Expected School-wide Learning Results</p> <p>Mental Wellness Initiative</p>	<p>For low income pupils, English language learners, and foster youth:</p> <p>Ensure participation of all significant populations in LINK and WEB Orientation and yearlong programming, as participants and as student leaders</p>	<p>Schoolwide</p>	<p>-</p>	<p>Same actions as services from 3A Year 1: 2014-15 P32 above.</p> <p>(Costs covered in 3A P33 above)</p>	<p>Same actions as services from 3A Year 1: 2014-15 P32 above.</p> <p>(Costs covered in 3A P33 above)</p>	<p>Same actions as services from 3A Year 1: 2014-15 P32 above.</p> <p>(Costs covered in 3A P33 above)</p>

Local Control and Accountability Plan

Section C

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to S CCR 1S496(a)(S). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in S CCR 1S496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See S CCR 1S496(b) for guidance)

UPA's percentage of English Learners, Foster Youth and Low Income Students enrolled in the 2013-14 school was not sufficient to warrant any special funding. General fund money was spent on teaching and learning schoolwide that included these special student populations. In FY14-15, UPA is committing any special funding it receives to support these categories of students, over and above regular funding. The estimate of funding to serve English Learners, Foster Youth and Low Income Students identified in the unduplicated count, is estimated at \$47,436.

The programs to be funded in support of these students totals \$48,286. The programs and services to be provided and their cost and are indicated in Section 3A and 3B of this document.

Local Control and Accountability Plan

Section D

D. Consistent with the requirements of S CCR 1S496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to S CCR 1S496(a)(7) . Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to S CCR 1S496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

UPA’s percentage of English Learners, Foster Youth and Low Income Students identified in the unduplicated count, is 19% (104 students) of total school enrollment of 560. As indicated in the previous section, UPA’s funding for providing programs and services to these students in FY 1415 is estimated \$47,436. As identified in Section 3B, UPA will be spending \$48,286 specifically on these students. However, the programs and services described in 3A and 3B totals \$232,086. These programs and services are for all students but many services are focused on English Learners, Foster Youth and Low Income Students. These programs, described in **3A** and include the following:

LCAP Activity	Program Amount	Services Amount
Implementation of the AVID Program	\$25,000	
Summer Math/Literacy Institute		\$15,000
College Exploration – Naviance Software	\$5,000	
College Field Trips	\$32,500	
Purchase of Data Director Student Data Software	\$4,000	
Purchase of NWEA MAP Student Use Licenses	\$8,000	
WEB/Link Crew Student to Student Mentoring Program		\$5,000
Subtotal	\$74,000	\$20,000

Total for Programs and Services: \$94,000