



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory Academy Charter

CDS Code: 43 10439 0113431

School Year: 2022-23

LEA contact information:

David Porter

Executive Director

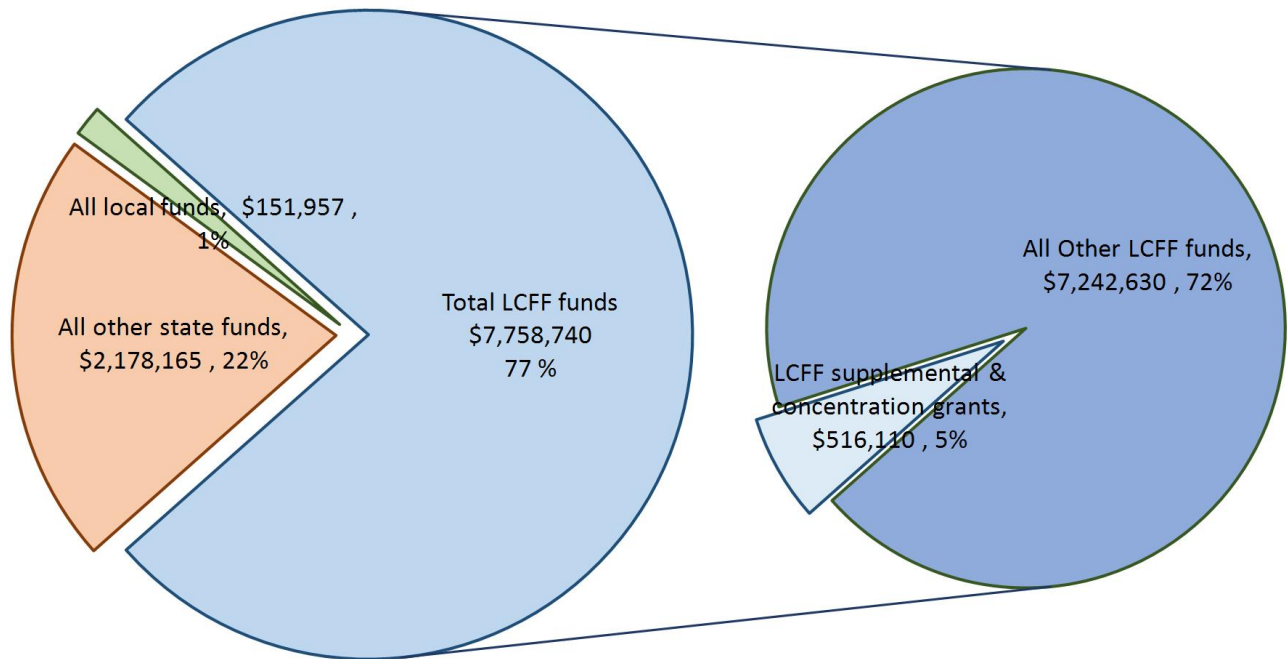
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

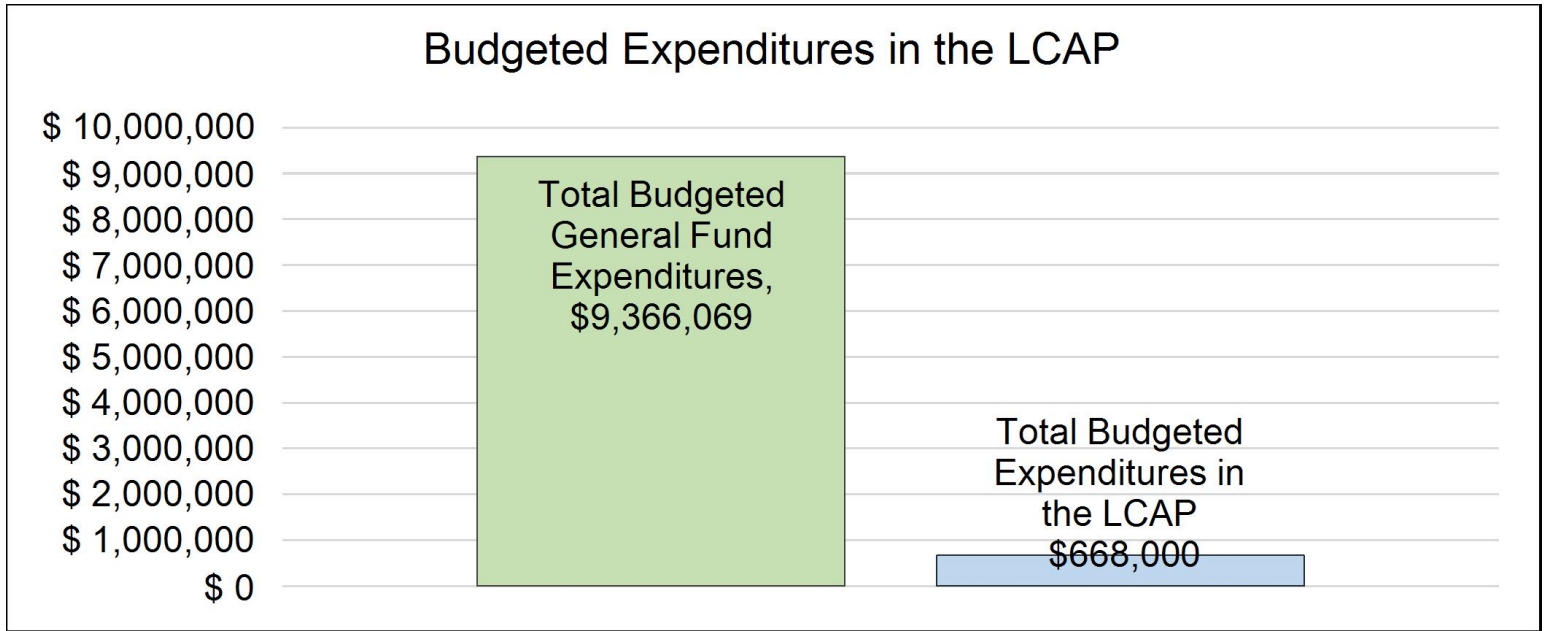


This chart shows the total general purpose revenue University Preparatory Academy Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory Academy Charter is \$10088862, of which \$7758740 is Local Control Funding Formula (LCFF), \$2178165 is other state funds, \$151957 is local funds, and \$0 is federal funds. Of the \$7758740 in LCFF Funds, \$516110 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much University Preparatory Academy Charter plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

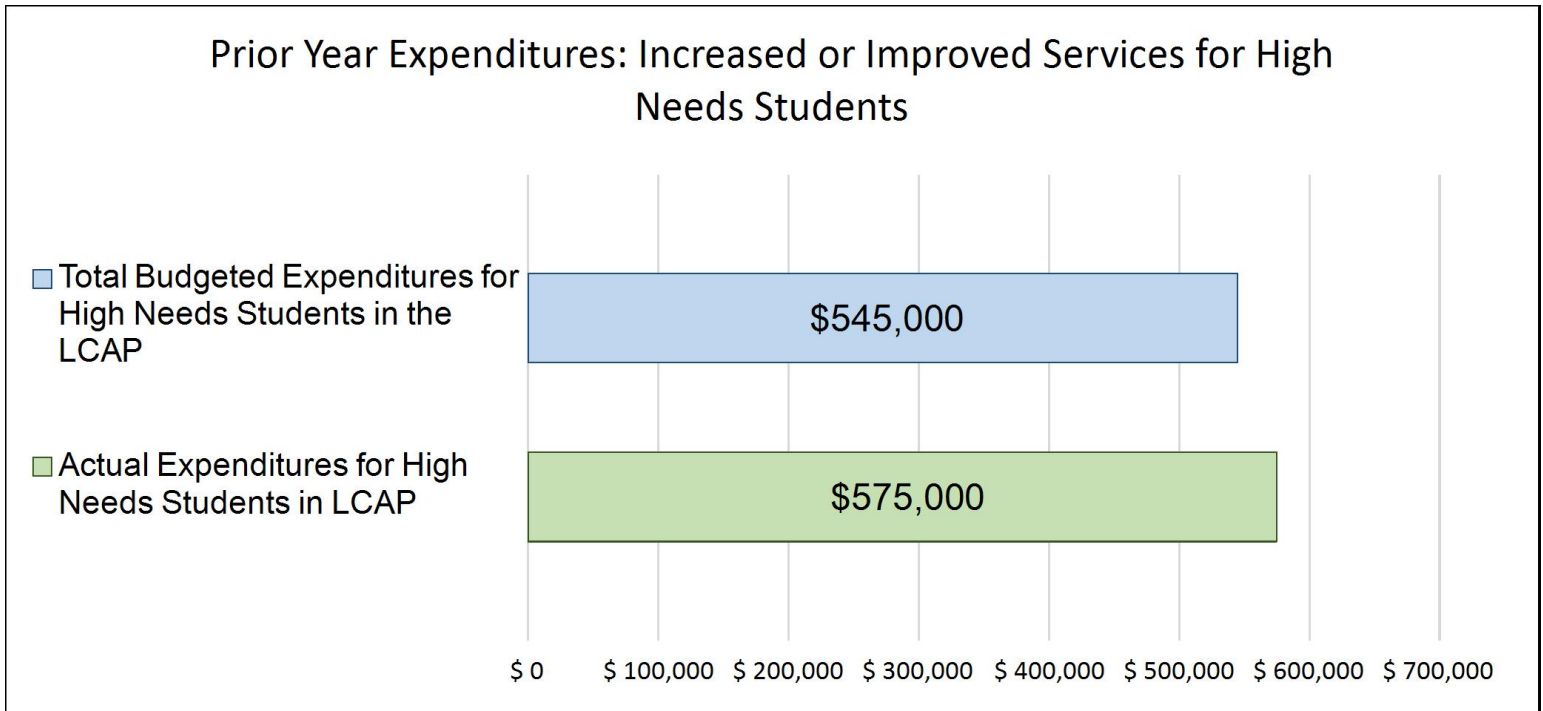
The text description of the above chart is as follows: University Preparatory Academy Charter plans to spend \$9366069 for the 2022-23 school year. Of that amount, \$668000 is tied to actions/services in the LCAP and \$8,698,069 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, University Preparatory Academy Charter is projecting it will receive \$516110 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory Academy Charter plans to spend \$668000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, University Preparatory Academy Charter's LCAP budgeted \$545,000 for planned actions to increase or improve services for high needs students. University Preparatory Academy Charter actually spent \$575,000 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$30,000 had the following impact on University Preparatory Academy Charter's ability to increase or improve services for high needs students:

- 1) Provide increased para-educator access and support for students with IEPs and 504s
- 2) Increase English Language support through an EL coach who provides on time and specific learning targets for teachers for EL students in core classes
- 3) Increased hot lunch services for students who qualify for free/reduced lunch
- 4) Pre-Mid-Post course assessments for every subject area and grade
- 5) Data analysis software and professional development to assist teachers in understanding student success for every unduplicated student



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory Academy Charter	David Porter Executive Director	dporter@upatoday.com 4084605912

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

University Preparatory Academy regularly engages the community and education partners in the review of all funds, LCAP and outside LCAP funds on a monthly basis. Stakeholders also weigh in on Budget Act funds during the LCAP meetings throughout the year.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

University Preparatory Academy regularly engages the community and education partners in the review of all funds, LCAP and outside LCAP funds on a monthly basis. Stakeholders also weigh in on Budget Act funds during the LCAP meetings throughout the year.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

University Preparatory Academy has seen tremendous results from our implementation of federal supporting dollars in the first semester for the 2021-2022:

- 85% of all students passed every course
- 92% of all students failed one or less classes
- Socio-economically disadvantaged students saw a an increase of 8% in the number of students passing all classes and a drop of 9% of students failing 3 or more classes
- IEP students realized a 20% increase in passing all courses and a drop of 21% of students failing 3 or more classes
- 504 students saw a 17% increase in passing all courses and a drop of 7% of students failing 3 or more classes
- English Language Learners saw a 10% increase in students passing all courses and a 29% drop of students failing 3 or more classes

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

University Preparatory Academy uses the additional concentration grant add on funding to provide:

- Expanded Beginning Teacher Support and Assessment coaches for new teachers
- Development and implementation of a schoolwide teacher evaluation rubric
- Increased walkthroughs and formal evaluations of teacher effectiveness
- Implementation of pre-mid-post assessments throughout the year in every course
- Implementation of Data Days - full day staff inservice looking at grade and assessment data for all unduplicated students
- Acquire software to help track student data
- Expanded peer tutoring
- Revision of MTSS - Multi Tiered System of Supports
- Individual learner plans for all English Language learners
- Addition of a para educator

- Culturally responsive pedagogy professional development
- Increased academic and mental health counseling
- Reduced class size for English Teachers
- Increased Support courses in Mathematics and English

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Introduction

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

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

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

When this statement was written, no one knew it would be put to the ultimate test by Covid-19. When the school was given 3 days to move to distance learning on March 13th, 2019, the staff devoted themselves to the unprecedented challenge. By Monday, March 16th, 2020, UPA

was ready and students were engaged in distance learning so that no one lost a single day of instruction. Since March 16th, the staff have been dedicated to improving the quality of online teaching and learning; the results of that tremendous undertaking are evident in the daily work of our students and staff. UPA has never forgotten the beliefs of the founders by continuing to channel their passion for student success into their work every day.

General Background & History Community

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

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

County of Santa Clara Community Profile

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

Geography and Population

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

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

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

Labor and Economics

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

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

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

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

Critical Health Developments in Santa Clara County

2020 will be most notable for the worldwide Covid-19 pandemic. As of September 14, 2020, there have been 6.55 million confirmed cases in the U.S. and over 194,000 deaths. In California, there have been 764,000 confirmed cases and over 14,386 deaths. Santa Clara County, one of the earliest counties with confirmed Covid-19 cases has experienced over 19,549 confirmed cases and over 284 deaths. The spread of the virus has caused widespread limitations to the daily lives of everyone. UPA transitioned from on-site instruction to distance learning on March 16, 2020. The 2020-2021 school year has also started in distance learning which will continue for at least the duration of the first semester. This report will continually address the impacts of COVID-19 on the academic environment at UPA. Throughout the transition to distance

learning, UPA has prioritized safety nets and major supports for key populations, including students with low socioeconomic status. UPA has provided Chromebooks, hotspots, webcams, and classroom materials as needed to any student requesting these resources. Beginning with the 2020-21 school year, students from key populations can now learn in small cohorts on campus and there is a staff member in charge of home visits to non-responsive students. In addition, the dedicated staff has drastically improved distance instruction from the end of 2019-20 to the beginning of 2020-21. This is the direct result of staff training, professional development, campus-wide strategies, and an outstanding staff committed to a growth mindset. Lessons are now live-streamed and when students have technology failure, every class has lesson recordings. Each of these positive changes has been the result of seeking parent, student, and staff input.

Review of State and Federal Program Mandates

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

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

School Mission, Vision, Core Values, and Learning Objectives

Mission

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

Vision

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

Core Values

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

Student Learning Objectives

UPA students will demonstrate strong written and verbal communication skills.

UPA students will develop collaborative and leadership skills.

UPA students will demonstrate personal social responsibility to the community.

UPA students will participate in the visual and performing arts.

UPA students will demonstrate digital literacy and responsibility.

UPA students will develop strong analytical and creative abilities.

UPA students will develop an understanding and respect for diversity.

WASC Accreditation History

University Preparatory Academy applied for its initial visit in the fall of 2008 and was visited on March 19, 2009. On July 2, 2009, the WASC accreditation commission notified UPA that it received initial accreditation for the 2009/10 and 2010/11 school years. At that time, the commission also informed UPA that a Focus on Learning self-study and a full visit by a WASC visiting team was to be scheduled for 2011-12. While not required, for the initial accreditation, UPA produced an action plan covering the 2009/10 and 2010/11 school years. The action plan addressed eight school goals. A total of twelve objectives aligned with the school goals to make up the school strategic action plan. UPA was accredited for a full 6-year term.

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

School Programs Data

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

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

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

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

Associated Student Body (ASB): UPA's ASB consists of 20 student leaders, 9 of which are elected by the student body (such as the ASB President and Class Representatives) and 11 of which apply for special positions (such as Secretaries of Spirit, Clubs, Finances, Sports,

etc.). These leaders are expected to work in the summer and throughout the year to plan different activities for the year. Students are given some training and time to produce an outline of their plans throughout the year. Once the school year starts the students meet weekly to keep planning and revising their plans for events. The student representatives are expected to reach out to the classes they represent to get feedback on what activities worked or what suggestions they have. Most of the activities are designed to create a sense of community and school connectedness. The entire school attends all rallies, which are put on by ASB several times each semester. ASB also organizes class bonding, school dances, carnivals, and more.

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

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

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

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

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

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

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

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

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

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

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

Beginning Teacher Support Program (BTSA) or Induction: UPA has been in partnership with the Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP) for the past six years. Through this collaboration, UPA is able to offer Induction (formerly known as BTSA) to teachers who hold preliminary credentials and seek to clear them through the California Commission on Teacher Credentialing (CTC). Those teachers are supported by a highly trained Induction mentor who also serves in other capacities on campus. This allows for UPA teachers to receive professional, job-embedded support from someone who is familiar with our students' and teachers' context and needs. This year, seven teachers are in their second year of the two-year Induction program and two teachers are participating in their first year. During their Induction experience, teachers meet with their mentor for one hour per week, engage in cycles of inquiry, analyze student performance, reflect on their own instructional methods, and focus on learning about their students, the school, and greater UPA community. Over the past three years, 18 teachers have participated in SC/SVNTP's Induction program, which aims for educational equity while developing high-quality teachers for all students. Training with a focus on culturally responsive teaching has been incorporated over the last three years as well.

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

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

Theatre & Dance: Inside the classroom, the UPA Department of Theater and Dance offers courses in Acting and Dance. Acting courses train students in skills of improvisation, auditioning (including how to make theatrical resumes and headshots), scene work and script scoring, vocal and physical characterization. Topics of scriptwriting, comedic sketch writing, directing, and film are also covered. Dance courses train students in a variety of dance styles, ranging from musical theater to jazz, hip hop, lyrical, contemporary, and modern dance. Students receive training in dance technique every class to build their strength, flexibility, and alignment. Writing and creating choreography is also an

essential element of the program. Approximately 80-120 students are enrolled in UPA Theater and Dance Department courses within a given year. UPA Theater and Dance Boosters is an active organization supporting the after-school Theater and Dance Program, which is entirely funded through donations and the work of the Theater and Dance (TaD) Boosters. They typically put on one murder mystery and one play in the Fall, one musical in the Spring, and 3-4 improv shows over the course of the year.

Sports: UPA students, parents, and staff believe sports are vital for school spirit and provide an outlet for the high academic rigorous environment at UPA. Currently, UPA has girls' and boys' teams in both middle school and high school. The team sports include cross country running, basketball, track and field, and volleyball. UPA is part of CCS and belongs to the Private School Athletic League (PSAL); the program is well supported by an athletics booster parent group.

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

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

Support & Intervention Programs

English Learners

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

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

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

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

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

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

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

Socioeconomically Disadvantaged Students & Foster Youth

Foster Student/Low SES Supports:

Transportation Vouchers

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

Pre-qualify for free/reduced lunch

Free access to technology for home use

Specific academic counseling with a Personalized Learning Plan

Learn It (tutoring) priority

In Class Grade Recovery

Classroom accommodations as needed

Parent University

Student Support Teams (SSTs) when needed

English and Math support

Support program priority for AVID, GROW, and RESH 180

Summer school enrollment and digital learning enrollment

Mental Health Counseling

EL, 504, and IEP support

UPA Parent and Community Organizations

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

PTSO – Parent Teacher Student Organization

Athletic Boosters

Band Boosters
Comedy Sportz Supporters
Drama Boosters
Executive Director Counsel
Textbook Review Committee

Staff Description

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

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

Classified Staff

Classified Part-Time Staff 2
Classified Full-Time Staff 8
Classified Administrators 1

Certificated Staff

Certificated TOSA Positions 1.2
Certificated Counseling Staff 2.0
Certificated Teaching Staff 37
Certificated Administrators 4
Total Certificated Staff 44.2

Reflections: Successes

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

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

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

2019 Student Performance Highlights:

Green Score (Above standard) for English Language Arts

Green Score (Above standard) for Mathematics

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

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

97.6% Average Daily Attendance Rate

100% Graduation Rate

0.3% Suspension Rate

1 Expulsion

Reflections: Identified Need

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

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

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

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

Teachers can develop more scaffolding when presenting information.

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

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

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

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

Use data to monitor progress.

Check in with stakeholders regularly to check understanding.

Unduplicated students continue to lag behind their peers.

EL students need to move towards redesignation at higher rates.

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

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

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

Grade Level meetings are focused on best practices based on shared students.
Baseline data developed to measure student connection to school

LCAP Highlights

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

The 2022 LCAP builds off of the tremendous success UPA has had since its inception. This LCAP emphasizes the desire of the community to ensure that the mission of making college success a reality for all students is attainable. The 2022 plan aligns the work of the MTSS (multi-tiered system of supports), the WASC (accreditation report), and the priorities laid out in the data analysis. In a sense, all of the arrows are aligned towards the mission. Goal #1 dives deep into providing pre-service, in-service, and continuing support for our unduplicated students. For our unduplicated students, there are opportunities and structures to help them rise to their fullest potential and to accelerate their learning all the while keeping the dream of college success within site. Goal #2 works from the premise that a high performing school with rigorous learning outcomes is achievable only if there is a focus on creating a safe and caring environment in the classroom and throughout the campus - during class and during passing periods, break, lunch, before school, and after school. Community development is at the core of Goal #2 starts with a strength based approach and flourishes through helping students explore their individual passions. Goal #3 is at the heart of UPA by focusing on college and career readiness. As classrooms move to create more independent learners, Goal #3 moves similarly towards empowering students on the path towards greater ownership of their path towards college acceptance. Students graduating from UPA will leave knowing they have the academic content and skills to succeed and the life skills to thrive. Goal #4 comes back to the classroom through vertical alignment within courses and takes that a step further with in course assessments that will be used by instructors to monitor student progress for each course. Finally, Goal #5 capitalizes on UPA's culture of taking rigorous coursework by helping students prepare for success in AP courses, taking a breadth of AP courses, and supporting students in extending their learning before college by taking community college courses.

The 2022 LCAP is a wholistic view of where UPA is today and maps out a strategy for the next 5 or 10 years to create a space for students to achieve their college dreams no matter their background or experience.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

UPA places a high value on the input of its stakeholders. This is evident in the many community meetings held by the Executive Director, which are well attended by UPA parents. The parent input from these meetings directly influenced UPA's Reopening Plan. UPA also regularly surveys its students and asks for areas of improvement as well as areas that work well for them. The Executive Director also asks for the input of staff about major decisions, such as the plan for re-opening the school. During one staff meeting prior to the start of the 2021-2022 school year, staff were given the opportunity to share concerns and voice their opinions. It's clear to the staff that their voices and opinions are valued by the administration.

This year, UPA administered a school survey to students in 7th-12th grade. 607 students participated and the results of key sections of the survey are summarized below. It is clear from the results that the vast majority of students feel safe at UPA, feel their teachers believe in them, and want to attend college. Some students are struggling with a large homework load, likely due to the large amount of AP classes they are taking. UPA's ASB, Link Crew & WEB program, and clubs continue to make efforts to help students feel more involved and connected to the school. 38.4% of students are concerned about how they will pay for college. UPA will continue to help students learn about FAFSA, scholarships, and other opportunities for financial aid.

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

A summary of the feedback provided by specific educational partners.

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

Successes:

- Educating All Students
- School Climate
- Staff Leadership Relationships
- Student Mindset

Areas demonstrating Growth:

- Professional Learning
- School Leadership
- Staff-Family Relationships

Teaching Efficacy

Specific areas of focus for the upcoming school year:

- Faculty Growth Mindset
- Feedback and Coaching
- Student Grit
- Adequate Resources

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

Successes:

- Educating All Students
- School Climate
- School response to challenging learning environment
- Dedicated teachers

Areas demonstrating Growth:

- Communication
- School Culture
- Student Success

Specific areas of focus for the upcoming school year:

- Clarity around free reduced lunch for upcoming school year
- Clarity around school rules (Dress Code and Behavior)
- Better understanding of academic integrity
- Students want to a way to report back to the teacher the parts of the lessons that worked for them and for teachers to inquire how long the classwork or homework is taking
- Students are struggling with the executive functioning to manage 2-3 projects from different classes at the same time

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The feedback from stakeholders is important and having a schoolwide plan that represents the community is critical to its success. Goal #1, focusing on supporting unduplicated students goes at the heart of staff wanting to ensure that all students find success at UPA. Goal #2, a focus on a safe and caring learning environment, was created in direct response to all stakeholders wanting UPA to be a school that students

are free to be themselves and to develop their passions free of ridicule or judgement. Goal #3, continued improvement on national exams, is built around the desire of all stakeholders to be able to measure student growth in each course as a way to improve instruction and as a result improve our standardized testing results. Goal #4, college and career development, is recognized by all stakeholders as a critical step in helping students to take greater ownership of their academic lives. Goal #5, continued rigor, is in direct support of staff, students and parents, wanting to continue to expand their options for new and innovative courses - including AP and community college courses. The 2022 LCAP is rooted in real actions that will directly speak to the desires and hopes of all UPA stakeholders.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7th Grade Bridge: Student success rates collected during marking periods and semester grades for the 7th grade year	Due to Covid only 25 students participated in the 7th Grade Bridge. No Data to report	As of 5-10-22 No Data Yet			70% participation rate. Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course.
8th Grade Fundamentals: Student success rates collected during marking periods and semester grades for	Due to Covid, this program did not take place in the 2020-2021 school year. No Data to report	As of 5-10-22 No Data Yet			85% participation rate of eligible students participating. Students participating will demonstrate semester grades

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the 8th grade year. As well as promotion rates to high school.					resulting in 90% passing all courses, and 10% with a D or F in only 1 course.
AP Bootcamp: Student success rates during the year in the AP course and the retention rate (students taking a 3rd AP course in addition to the 2 required for graduation) of said students in the next year.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			80% of all students taking an AP course will participate in the summer bridge and 85% of those will take a 3 or more AP courses before graduation.
Core Course Assessments: Each core course will share their growth data throughout the year.	No baseline data - new goal.	As of 5-10-22 100% of courses have core course assessments.			All core courses will have at least 2 years of data collected. 85% of all students in core courses will demonstrate growth between the pre-assessment and the post-assessment. 75% will demonstrate growth between the pre-assessment and the mid-assessment.
Data System Analysis: Participation rates of staff utilizing the data system	No baseline data - new goal.	As of 5-10-22 No Data Yet			100% of all core course instructors will have used the data analysis system at least three times per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Food Services: Monthly lunch orders will be evaluated to determine success.	Currently 2.5% of the students utilize on-site food services	As of 5-10-22, planned implementation is in year 2			35% of the student body will participate in the lunch service at least 2 times per week. 100% of the free/reduced lunch students and families will be made specifically aware of the lunch service and 85% that qualify will participate by ordering lunch at least once per week.
Grade Recovery: Counseling reports based on number of students on track and off track for graduation.	65% of current students who qualify for grade recovery participate and 85% of those students are successfully catching up on at least 1 course	70% of current students who are eligible for grade recovery participated and 90% of those have successfully completed at least 1 course as of 6-11-22			85% of students who qualify for grade recovery will participate in the program and 95% of those that participate will demonstrate grade recovery.
Monthly Grade Level Meetings: Student success rates collected during marking periods and semester grades. Student success on core course assessments will also be evaluated.	No baseline data - new goal.	As of Semester 1, 2021 82% of all students were passing all courses. 100% of all students failing 3 or more courses have been met with and 85% of all students have met with a counselor.			85% of students will be passing all core courses. 100% of students with a 69% or below will be met with at the end of each marking period by their academic counselor and will develop a plan for success.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS Administration: End of marking period: GPA, Grades, Attendance, Discipline	At the end of Semester 1 of the 2020-2021 school year, during distance learning: 72% of all students were passing all courses and 11% were failing 3 or more courses, GPA was not tabulated, attendance was 97.9% and 2 discipline cases were responded to	As of Semester 1, 2021 82% of all students were passing all courses. No GPA data has been calculated yet. Current attendance data shows 97.8% and discipline issues are at 1.6% of the student body			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Parent University: Calendar of events, participation rates, and student success through attendance, grades, and behavior	Due to Covid, this program did not take place in the 2020-2021 school year. No Data to report	As of 6-11-22, 197 families participated in live Parent University sessions averaging 28 families per session. 507 families registered for asynchronous courses and 72 families participated and completed each course.			85 of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Professional Development: Student success rates collected during marking periods and semester grades. Student success on core course	At the end of Semester 1 of the 2020-2021 school year, during distance learning: 72% of all students were passing all courses and 11% were failing 3 or more courses, GPA was not	As of Semester 1, 2021 82% of all students were passing all courses. No GPA data has been calculated yet. Current attendance data shows 97.8% and discipline issues			85 of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments will also be evaluated.	tabulated, attendance was 97.9% and 2 discipline cases were responded to	are at 1.6% of the student body			not rise above 2% of the student body.
SST/ILP Services: End of marking period: GPA, Grades, Attendance, Discipline	No baseline data - new goal.	We have held 5 SSTs this school year. One of them resulted in a Special Education Referral.			Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
Student Support Services: End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs	At the end of Semester 1 of the 2020-2021 school year, during distance learning: 72% of all students were passing all courses and 11% were failing 3 or more courses, GPA was not tabulated, attendance was 97.9% and 2 discipline cases were responded to	88 students participated in a support class. Several of them have exited the program after meeting exit criteria.			Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
Support Classes (GROW and RESH 180): Baseline and end of marking period:	At the end of Semester 1 of the 2020-2021 school year, during distance	33 students started. We currently have 28 after 8th grade			85% of students will be passing all core courses, average GPA will be 3.0 in all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
GPA, Grades, Attendance, Discipline	learning: 72% of all students were passing all courses and 11% were failing 3 or more courses, GPA was not tabulated, attendance was 97.9% and 2 discipline cases were responded to	students wanted to be part of Seminar S2. 54% of students are passing all of their classes, 10% are failing 1, 3% are failing 2, 14% are failing 3, and 18% are failing 4 or more			courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Translation Services: Use rates and parent surveys.	No baseline data - new goal.	2 times for Vietnamese translation as we have been fortunate to have staff that could provide Spanish translation.			Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
Tutoring Office Hours, Learn IT: Student use rates and student success rates collected during marking periods and semester grades.	No baseline data - new goal.	456 tutor sessions have been held by April. Many of the students overlap, but we have not been tracking individual students. We have had a total of 58 individual requests and referrals.			Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					similar rates of disciplinary action.
EL Case Manager: End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs.	No baseline data - new goal.	As of Semester 1 of the 2021-2022 school year 58% of EL students passed all courses, 3% failed only 1 course, 28% failed 2 courses, and 13% failed 3 or more. The Semester 2 data has not been collected as of this writing			Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
EL Specific Professional Development: PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
EL Tutoring: participation rates and end of marking period: GPA, Grades, Attendance, Discipline	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					rates on par with their peers as well as similar rates of disciplinary action.
PLP and 4 Year Planning for identified groups: Review of PLP and 4 Year plans in Naviance	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
PowerSchool Special Programs: End of marking period: GPA, Grades, Attendance, Discipline	No baseline data - new goal.	100% of Teachers are using Special Programs to access 504 and IEP documents.			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Parent/Teacher Conferences: End of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					discipline issues will not rise above 2% of the student body.
College/Career Counseling: Calendar of SED college and career events and student surveys.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
Expand Spanish AP Courses and add Spanish for Spanish Speakers: Creation of pathway and participation rates	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
IEP Specific Tutoring: End of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					similar rates of disciplinary action.
IEP Specific PD: PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
504 Case Manager: End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
504 Specific Tutoring: End of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					similar rates of disciplinary action.
504 Specific PD: PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Actions and services for all unduplicated students	Action #1 is focuses on providing unduplicated students support through extended year services, monitoring, on-time supports, outreach, food services and family assistance.	\$275,000.00	No
				Yes
1.2	English Language Learner specific actions and interventions	Action #2 provides targeted English Learner interventions via case management and professional development	\$52,500.00	Yes
1.3	Socio-Economically Disadvantaged (SED) specific actions and interventions	Action #3 targets SED students and families with intensive college planning, monitoring, and expansion of AP courses targeted at SED communities.	\$45,000.00	Yes
1.4	IEP specific actions and interventions	Action #4 provides targeted IEP interventions via case management and professional development	\$44,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	504 specific actions and interventions	Action #5 provides targeted 504 interventions via case management and professional development	\$27,500.00	No Yes

Goal Analysis [2021-22]

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

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

As of June 15, 2022 13/27 actions of have taken significant progress and 14 are planned to start the fall of 2022-2023. The plan remains unchanged and is so far producing higher than average results for all student groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As of June 15, 2022 13/27 actions of have taken significant progress and 14 are planned to start the fall of 2022-2023. The plan remains unchanged and is so far producing higher than average results for all student groups. As a result there are not any material differences between budgeted and estimated actuals in this goal.

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

UPA is very proud of the actions taken so far in this goal. University Preparatory Academy has seen tremendous results from our implementation of federal supporting dollars in the first semester for the 2021-2022:

- 85% of all students passed every course
- 92% of all students failed one or less classes
- Socio-economically disadvantaged students saw a an increase of 8% in the number of students passing all classes and a drop of 9% of students failing 3 or more classes
- IEP students realized a 20% increase in passing all courses and a drop of 21% of students failing 3 or more classes
- 504 students saw a 17% increase in passing all courses and a drop of 7% of students failing 3 or more classes
- English Language Learners saw a 10% increase in students passing all courses and a 29% drop of students failing 3 or more classes

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

As of June 15, 2022 13/27 actions of have taken significant progress and 14 are planned to start the fall of 2022-2023. The plan remains unchanged and is so far producing higher than average results for all student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Support current clubs and continue to foster the development of new clubs Success will be measured by the number of school	UPA currently has 20 clubs and approximately 250 active members with over 350 students demonstrating	32 active clubs and the number of participants varies. Some clubs have 8 active members while others have 20+ members who			UPA will host 25 clubs with an active membership of over 500 students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
clubs and the percentage of students participating in school clubs.	interest. (Fall of 2020 data from club day)	participate irregularly but still identify with the club			
Maintain and expand current athletics programs Success will be measured by the number of students participating in the established sports programs and the student athletes' marking period GPAs	No current baseline data - athletics was paused during the 2020-2021 school year. Starting in Fall of 2021, we are hoping to open up 13 high school teams (varsity and JV) as well as 4 middle school teams. Total participation would be 240 students maximum.	We have 16 total programs and around 150-160 athletes. Futsal was added late in the spring of 2022 and registered 40 additional athletes for a total 200 athletes.			UPA will host 16 High School Teams and 6 Middle School teams with a total participation count of 350 students.
Visual and Arts Competitions, Demonstrations, and Installations Success will be measured by the number of students participating in the demonstrations, competitions, and installations.	No Baseline - New Metric	Approximately 270 (38%) students had work showcased from visual and performing arts classes.			By June 2024, 15% of the student body will participate in one visual art competition, demonstration, or on-site art installation
Drama and Music Performances	No current baseline data - performing arts were paused during	Band and Drama combined to contribute 3 concerts,			By June 2024, 25% of the student body will participate in at least

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Success will be measured by the number of students participating in the program and the number of events UPA is participating in or putting on.	the 2020-2021 school year.	2 plays, and 3 improv programs. In total 230 students or (20%) of the student body participated.			one performing arts event occurring after school.
Competitive Clubs Success will be measured by the number of students participating in the clubs, competitions, and events.	No Baseline - New Metric	As of 5-10-22, planned implementation is in year 2			By June 2024, at least 3 competitive clubs will be established and actively participating in regional competitions.
WINK Measured by student participation and the number of students participating in grade level leadership activities and student activities. Group activities in the classroom are focused on developing collaboration and leadership skills.	No current baseline data - WINK activities were paused during the 2020-2021 school year.	No Data as of 5-10-22			By June 2024, 100% of 7th graders will have participated in the WEB (where everyone belongs) summer orientation and schoolyear activities. 90% of 9th graders will participate in the LINK summer orientation an schoolyear activities. WEB and LINK will have hosted at least one event per marking period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ASB Schoolwide Activities and Rallies Measured by student participation and the number of students participating in grade level leadership activities and student activities	No current baseline data - student activities were paused during the 2020-2021 school year.	2021-2022 Events: 1 Week of Welcome 1 Club Week 3 Spirit Weeks (Homecoming, December and March) Three dances (Homecoming, Prom and 8th grade dance) 1 Open Mic Week 1 Multicultural Week 2 Sessions of lunchtime intramurals (basketball and volleyball) Approx. 12 smaller, one-off activities/events during lunch time or Seminar Approx. 8 bigger, one-off activities/events during lunch time or Seminar Over 65% of the student body participated in the activities			By June 2024, ASB will hold 4 schoolwide rallies and 5 lunchtime activities. 75% of the student body will participate in the lunchtime activities. ASB will help facilitate and host 1 grade level activity per semester through the grade level student governance with at least 25% of students participating.
Schoolwide Celebrations Measured by student participation.	No current baseline data - schoolwide celebrations were paused during the	No Data as of 5-10-22			By June 2024, UPA will host on-site semester awards celebrating 2 students from each grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-2021 school year.				that represent our school values. UPA will host 2 of these events during the year.
Middle School Leadership Class Measured by student success in the course, school activities participated in and produced by the class.	No Baseline - New Metric	We currently are running a Leadership class of 30 students. No schoolwide events have been implemented.			By June 2024, the UPA middle school leadership class will host 1 middle school rally and will lead the 7th and 8th grade class events for ASB.
Safety Plan Success will be measured by the development and sign off of the safety plan by all committee members and acceptance of the plan by the UPA School Board.	No Baseline - New Metric	As of 5-10-22, planned implementation is in year 2			By June 2024, UPA will host regular safety committee meetings made up of students, staff, parents and administrators. UPA will host 3 meetings per semester and will be active in the evaluation, development, and adjustments of the safety plan and goals.
Emergency Training and Drills Success will be measured by the number of safety drills and logs identifying strengths and areas for improvement.	No current baseline data - emergency drills were paused during the 2020-2021 school year.	UPA held 9 schoolwide emergency drills in the 2021-2022 school year with 0 created by or led by students			By June 2024, UPA will host 12 schoolwide emergency drills throughout the school year. 2 of the events will be student created

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					and led, facilitated by administration.
School Nurse Success will be measured by the hiring of a part time school nurse, and with community surveys for parents and students that measure customer service, use of resources, and impact on campus.	No Baseline - New Metric	As of 5-10-22 UPA has hired a part time nurse through an outside contracting agency			By June 2024, UPA will have an established part time school nurse and stakeholder surveys will demonstrate that the nurse is a value to UPA.
GROW Measured by student participation in Grow, and the number of students participating in grade level leadership activities and student activities. Group activities in the classroom are focused on developing collaboration and leadership skills.	20 students participated in the GROW Program. No baseline data based on new metrics.	As of 5-10-22, UPA has closed this program			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay above 96.9%, discipline issues will not rise above 2% of the student body.
RESH 180 Measured by student participation in RESH, and the number of students participating in grade level	15 students participated in the RESH 180 program. No baseline data based on new metrics.	33 students started. We currently have 28 after 8th grade students wanted to be part of Seminar S2.			85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will continue to stay

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
leadership activities and student activities. Group activities in the classroom are focused on developing collaboration and leadership skills.		54% of students are passing all of their classes, 10% are failing 1, 3% are failing 2, 14% are failing 3, and 18% are failing 4 or more			above 96.9%, discipline issues will not rise above 2% of the student body.
Mental Health Services Participation rates	During the 2020-2021 school year, 75 students were seen, 27 students were exited and 48 students remained in service. 13 students qualified for low need, 14 students were designated as moderate need, and 21 students were determined as high need and are met with weekly	120 students this year have been referred for MH services (whether self, parents, staff, crisis) + 31 Go Guardian alert assessments. Of that, 92 students regularly attended.			By June 2024, student use rates in the high need area will decrease by 10%
Eduguide Participation rates and student/staff feedback	No Baseline - New Metric	As of 5-10-22, UPA has closed this program			By June 2024, 30% of the student body will actively use Eduguide as a mental health support.
Staff Newsletter Calendar of published newsletters	As of April 2021, 32 staff newsletters were published. That equates to 1 newsletter per week.	As of 5-10-22, a weekly newsletter is published by the Executive Director solely. One article was published with			By June 2024, A weekly newsletter will be published with information from all directors.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the assistance of another director			
Weekly Announcements to Community Calendar of published newsletters and read rates.	No Baseline - New Metric	As of 5-10-22, UPA publishes a weekly bulletin, only in English			By June 2024, A weekly newsletter will be published in English and Spanish
Student Newsletter Calendar of published newsletters starting in August 2021	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet, but regular updates and a calendar are found on Schoology			By June 2024, A weekly newsletter will be published.
Social Media Outreach Publish and read rates.	No Baseline - New Metric	As of 5-10-22, UPA has not started this program. The Executive Director has an official UPA Instagram with 630 followers.			By June 2024, an established official UPA social media presence will be established on all major social media platforms with weekly updates.
Coffee Talks Attendance Rates. Starting in August 2021.	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet,			By June 2024, UPA will host 6 parent/community coffee talks throughout the year and 10% of the parent community will be in attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Lunch Talks Attendance Rates. Starting in August 2021	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet,			By June 2024, UPA will host 10 student lunch meetings with various groups of students
Yearly Surveys Survey Results. Starting in June of 2021.	No Baseline - New Metric	As of 6-11-22 Surveys have been completed for students, staff, and parents. Tabulations and results are still being calculated. Average participation rate is 60%			By June 2024, UPA will have an established set of stakeholder surveys and have 3 years of data to evaluate progress from.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain existing extracurricular opportunities and identify potential areas for expansion in order to create more points of connection between students, their peers, and UPA	Action #1 addresses culture building through the expansion of athletics, clubs, visual and performing arts	\$70,000.00	No
2.2	Maintain or expand schoolwide activities that allow for students to bond with their peers, celebrate their diverse	Action #2 addresses a safe and caring learning environment through peer to peer interactions	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
	backgrounds, or unite as a student body			
2.3	In order to create a safe and caring campus continue to improve upon the current safety plan and expand the emergency training and add a school nurse	Action #3 addresses creating a safe learning environment by focusing on physical safety, student health and social emotional supports	\$87,500.00	No
2.4	Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	Action #4 addresses student development of executive functioning and continued social emotional supports	\$35,000.00	Yes
2.5	Continue to build on the communication and feedback pathways that have been established	Action #5 addresses stakeholder community development through increased information sharing and collaborative workgroups	\$10,000.00	No

Goal Analysis [2021-22]

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

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

UPA is pleased with the progress towards completion of this goal. As of this writing, 19 out of the 24 items have been addressed. There have been 3 substantive changes to this goal moving forward. UPA has analyzed and evaluated three programs: GROW, RESH 180, and Eduguide. GROW and RESH will be closed starting the fall of the 2022-2023 school year and Eduguide was discontinued in January 2022. Eduguide will be replaced with a more robust and SEL program.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As of this writing 80% of the goals have been addressed and the final 20% will be addressed in the fall of 2022. No changes to expenditures are planned at this time.

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

UPA is proud of the following specific actions taken during the 21-22 school year towards this goal:

- 1) Expansions athletics, clubs, and visual/performing arts
- 2) Development of new school culture activities such as Harvest Festival, Spring Festival, Multi-cultural week, and Dia De Los Muertos
- 3) Massive increase in mental health services and a 77% return rate of students continuing with mental health counseling past the initial meeting
- 4) Creation and implementation of a middle school leadership program.

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

As of this writing 80% of the goals have been addressed and the final 20% will be addressed in the fall of 2022. The current goals are meeting the growth targets and are on pace to meet 2024 outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implement Naviance, a 4-year planner, as our primary college admission tracker and scheduler Naviance provides students with self-assessment tools for discovering interests, strengths, and personality types. It guides students toward relevant career options, college choices, scholarship opportunities, and academic planning. Students visit multiple UC/CSU campuses during their high	No Baseline - New Metric	As of 6-11-24, 100% of students grades 9-12 have logged into Naviance at least once. 100% of all seniors applied for a college or university and uploaded their personal statement.			By June 2024, 100% of students will be active in Naviance and use rates will demonstrate that students use the counseling service at least three times per year in grades 9-10, 4-6 times during grade 11, and at least 9 log ins during the senior year - first semester. 100% of seniors will have applied to at least 1 college or university and uploaded their personal statement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>school years, and this program compiles all the data and application information for those schools in one place. Student use rates, college tracker data, and common application completions</p>					
<p>Regular college going counseling meetings with the community throughout the year. The UPA counseling team provides grade-level meetings with students and parents to review academic progress, the college going process, and what resources UPA students have for academic and college support. Community participation rates and calendar of events.</p>	<p>Currently counselors meet with the families in the fall semester and starting in 2022, there will be a second meeting to coincide with the release of the student credit inventories.</p>	<p>Counseling held six FAFSA / financial aid sessions, and Dot did at least four senior-focused workshops, three junior-focused workshops, plus two 10th and 9th grade workshops for students and parents apiece. The student talks were very well attended because they happened on campus and the counselors came to talk in their seminar classes. The financial aid sessions averaged 20 attendees. The parent</p>			<p>By June 2024, grades 7-8 will have three college going parent nights with one of the nights reviewing the transition from middle to high school. Grades 9-10 will have one college night per semester (either in person or digital). Grade 11 will have 3 college nights and one night in the summer. Seniors will have 4 college nights during the first semester of the 12th grade year and 2 in the spring. All meetings will be either digital or in person.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		attendance average was around 45.			
<p>Implement college tours and field trips to help students see that their dreams of college success can be a reality</p> <p>UPA provides two critical college field trips per year. The first is a whole school college field trip in which each grade level visits a specific local college or university for a campus tour. By the time a student graduates UPA, they will have toured most of the local exemplary universities in the Bay Area. The second field trip is the Junior college trip that takes the entire Junior class to Southern California to visit the top schools in the LA area as well as UC Merced.</p> <p>Student surveys and calendar of events.</p>	<p>UPA provides two critical college field trips per year. The first is a whole school college field trip in which each grade level visits a specific local college or university for a campus tour. By the time a student graduates UPA, they will have toured most of the local exemplary universities in the Bay Area. The second field trip is the Junior college trip that takes the entire Junior class to Southern California to visit the top schools in the LA area as well as UC Merced.</p>	<p>As of 5-10-22, UPA has not started this project yet due to Covid Restrictions</p>			<p>By June 2024, UPA will be 100% returned to the annual college visits.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Develop on-site college days that bring college success to the campus Student participation rates. Counselors will reach out to and coordinate with top universities across the nation to provide on site presentations in order to expose students to the breadth of college choices open to a UPA student.	No Baseline - New Metric	Eight colleges and universities visit with our students, mostly over zoom and a couple in-person. We are still seeing schools reluctant to send a representative to meet our students directly, but that may change next year.			By June 2024, UPA will have small group presentations from all local colleges/universities and at least three or 4 out of state or private universities.
Credit Inventories Counselors will send home credit inventories that monitor a student's progress toward graduation and completion of the A-G coursework required for college acceptance. Grades 9-11 will receive a credit inventory, including work that must be completed in	No Baseline - New Metric	As of 5-10-22, UPA has sent out credit inventories twice a year for our Senior class and once this year for all students grades 9-11.			By June 2024, students in grade 9 and 10 will receive a grad inventory letter during the spring semester. Grade 11 will receive a grad inventory in the fall and spring semester. Senior grad inventories will be sent home during the summer before the 12th grade year starts and before the start of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>order to keep the college dream a reality. Seniors will receive a credit inventory before the end of the first marking period and then before the start of the sixth marking period.</p>					<p>the 5th marking period.</p>
<p>AVID The AVID elective, which features AVID strategies, helps first-generation students, English Learners, and low socioeconomic status students to navigate the college preparation and application process in ways that allow them to overcome the extra challenges they face above and beyond their peers. Student participation rates, end of marking period: GPA and Grades, college admission rates.</p>	<p>UPA currently has a 7/8 Avid course and a 9-12 Avid course.</p>	<p>95 students in 2 AVID 7/8 classes, 1 AVID 9 and 1 AVID 10 class.</p>			<p>By June 2024, UPA will have AVID sections for grades 7/8, 9/10, and 11/12. With a total student population of 60 students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Seminar Seminar, formerly known as Advisory, is a once a week course designed to help students learn about the college and career culture, support their social and emotional mental health, and to build stronger relationships with their peers and instructors. Student participation rates, Seminar grades, student survey on curriculum.</p>	<p>As of April, 2021, UPA has Seminar courses in every grade level. The curriculum varies each year. Student surveys have not been conducted in a number of years so this is a new baseline.</p>	<p>As of 5-10-22, UPA has not started this project yet.</p>			<p>By June 2024, students surveys will demonstrate the importance and value of Seminar and that the course material is meeting the needs of the students. 90% of all students will pass seminar</p>
<p>Credit Inventory Counseling Sessions Starting in the spring of 2022, counselors will meet with students in Seminar to review the credit inventories and help students to reflect on their challenges/successes and to map a path to college admission. Student participation rates, student survey on confidence about path to college.</p>	<p>No Baseline - New Metric</p>	<p>As of 5-10-22, all students have met with their academic counselor 1 time and 40% have met more than once.</p>			<p>By June 2024, students in grades 7/8 will have had one meeting per year with their counselor to review their progress towards high school promotion. Grade 9 will have held 2 meetings to review grades and credit inventories. Grade 10 and 11 will have had 4 meetings to review academic progress and grade 12 will have</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					had 3 meetings in the first semester.
Credit Recovery Opportunities Students who have not yet successfully completed an A-G approved course will be given an opportunity to make up that course in summer school. In many cases, students will work with the teacher to come up with a plan to make up a first semester grade during the 2nd semester. End of marking period: GPA and Grades.	During the 2020-2021 school year 42 students participated in the Winter Break and Spring Break make up sessions. Of the 42 students, 38 have successfully completed the make-up work.	During the 2021-2022 school year 40 students participated in the Winter Break and Spring Break make up sessions. Of the 40 students, 30 have successfully completed the make-up work.			By June 2024, UPA will offer winter credit recovery courses in English, Math, Physical Education, Science and Social Science. 50 Students will participate and compete their work.
Edgenuity Students who have not yet successfully completed an A-G course and can not make it up over the summer can take an online course through a digital platform – Edgenuity. End of marking period: GPA and Grades.	No Baseline - New Metric	As of 6-11-22 we have enrolled 43 unique students in 68 sections of 49 unique courses.			By June 2024, all students deficient in credits will have made up at least 75% of their deficient credits the summer before the start of the next school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Essay Preparation and Completion Starting in the Junior year, students will work with their English teachers, Seminar teachers, and counselors to plan out their college essay(s). A summer bootcamp is completed during the summer before the Senior year. During the Senior year, English teachers and counselors provide in-class and after-school support to help ensure every student completes their college essay. Completion rates of college essays uploaded into Naviance.</p>	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet. 100% of Seniors completed and submitted their college essay into Naviance.			By June 2024, 100% of Juniors becoming seniors will have attended a college essay writing seminar and submitted a letter into Naviance.
<p>College Application Drive During the fall of the senior year, counselors and Seminar teachers work with each student to ensure they apply for at least 2 different colleges or universities based on</p>	No Baseline - New Metric	As of 5-10-22, 100% of all Seniors will complete and submit at least 1 college application.			By June 2024, 100% of all Seniors will complete and submit at least 1 college application.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
their qualifying GPA, SAT scores, and application essay. College application completions reported to Naviance.					
College Application Counseling Nights During the fall of the senior year, counselors hold several college application nights to educate families on the process of applying to university. Participation rates of families.	No Baseline - New Metric	As of 5-10-22, the counseling team have put on 4 college going nights, and 4 financial aide nights.			By June 2024, UPA will hold 2 evening and 2 weekend college application drives led by either the counselors or consultants. 85% of the students will attend 1 or more of the events.
FAFSA Application Drive Counselors hold several after-school and evening events to help families successfully complete the FAFSA. FAFSA submission rates as reported by the FAFSA website.	No Baseline - New Metric	As of 5-10-22, the counseling team have put on 4 college going nights, and 4 financial aide nights.			By June 2024, UPA will host 2 FAFSA evenings and 1 weekend training to help families apply for the financial aid, led by either the counselors or consultants.
Naviance Scholarship Drive Counselors and Seminar teachers will help students in the spring semester to use Naviance to	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet.			By June 2024, UPA will host 1 spring Scholarship drive in which students will use Naviance and apply for at least 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
identify and apply for potential scholarships. Student scholarship applications.					scholarship run by UPA or through Naviance.
College Acceptance Celebration Counselors will host an evening event for the graduating seniors and their families to celebrate their acceptance to the college of their choice. Counselors will present students with a banner or a shirt of the college they chose. Family participation rates.	UPA has held a student only college acceptance celebration in the past. A family celebration will be a new metric.	As of 5-10-22, UPA held a decision day event during the school day for students and staff. 100% of seniors participated.			By June 2024, UPA will hold a schoolwide celebration in which families and students can celebrate their acceptance to college/university
Senior Project By the time a senior graduates from UPA, they will have written a successful college level paper, completed their university applications, developed an academic resume, submitted their FAFSA, applied for scholarships, reflected on a career interest	No Baseline - New Metric	As of 5-10-22, this project has started, but not been implemented yet. Will start on May 23. As of 6-11-22 most components of the senior project have been completed, but is under review for improvement.			By June 2024, 100% of all seniors will have participated and presented their senior project.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
survey, completed a well-written job resume (with references), developed budget and finance skills, identified their strengths and future challenges, and made an impact on UPA. Senior Project Completion Rate and Seminar Grade.					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college admission and success.	Action #1 focuses on college/university education and counseling in order to help students develop an independent college going mindset and drive.	\$15,000.00	No
3.2	Create an independent college going student culture centered on student ownership of the college preparation path	Action #2 keeps the college dream a reality through targeted outreach, education, and credit recovery options	\$105,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Assist students with their college applications and graduate from UPA prepared for college and career success.	Action #3 seeks to make the college dream a reality through guided support of the college application process and making college affordable.	\$10,000.00	Yes

Goal Analysis [2021-22]

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

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

As of this writing 14 of the 17 actions have been started and 7 have met the 2024 outcome expectations. The final 3 actions will be addressed in the fall of 2022 and no substantive changes to the actions or budget are planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As of this writing 14 of the 17 actions have been started and 7 have met the 2024 outcome expectations. The final 3 actions will be addressed in the fall of 2022 and no substantive changes to the actions or budget are planned.

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

UPA is very happy with the outcomes of this goal at this time, including:

- 1) Counseling outreach including FAFSA nights and the addition of home language translators or home language specific counseling nights
- 2) 100% of the class of 2022 completed at least 1 4 year college application
- 3) 100% of the class of 2022 completed their personal statements
- 4) All students met with their academic counselor once and 40% met multiple times
- 5) 100% of graduating seniors participated in decision day and indicated the 2 year or 4 year college they will be attending.

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

As of this writing 14 of the 17 actions have been started and 7 have met the 2024 outcome expectations. The final 3 actions will be addressed in the fall of 2022 and no substantive changes to the actions or budget are planned.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Department Vertical Alignment Departments will work with their teachers to match the current common core standard requirements, course standards, and course skills to develop a curriculum that is aligned to support the academic growth of students from grade 7 through 12. Development and	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet.			By June 2024, each department will have a document posted on the school website that describes the specific course skills, content standards, and how growth will be measured. The course skills and content standards will demonstrate a path to the capstone course.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
publication of vertical alignment content, skills, and outcomes by department.					
Course Level Assessments Departments will work with their teachers to develop or purchase course level assessments aligned with the vertical alignment that will assess student growth based on measuring students pre-course, mid-course and end-of-course. Implementation of course level assessments in each department.	No Baseline - New Metric	As of 6-11-22 all courses have in-house or approved course level assessments.			By June 2024, each course will use an in-house or approved external assessment tool that will be used to measure student growth. By June 2024, we will have had 3 years of course data and the start of a longitudinal study. By June 2024, 85% of students will demonstrate growth in each of their courses.
Culturally Responsive Teaching Pedagogy Professional Development UPA will continue to partner with Silicon Valley/Santa Cruz New Teacher Project to provide culturally responsive teaching pedagogy. The focus of professional	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet.			By June 2024, staff will have participated in 4 years of professional development. Stakeholder surveys will demonstrate that UPA provides a rigorous curriculum and is able to help students achieve the learning targets based

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
development is to help identify, develop, and implement curriculum that helps students move from being dependent learners to independent learners. Teacher surveys, non-evaluatory classroom walkthroughs, student surveys as well as student performance on course assessments.					on recognizing and building off of each individual student strengths. Non-evaluatory walkthroughs will demonstrate that students are aware of the daily learning targets, the larger learning goals and can demonstrate that they understand what they need to do in order to achieve their learning targets.
Course-Specific Workshops and Professional Development UPA prides itself on supporting teachers to seek out, attend and implement professional development opportunities found through conferences or other learning opportunities Teacher participation rates.	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet.			By June 2024, UPA will host two teachers teaching teacher workshops per year in which members of each department will share professional development they have attended in the past two years and tested in their classroom.
Grade level assessments for grades 7-10 The math	No Baseline - New Metric	As of 6-11-22 NWEA assessments have been used for math 7,			By June 2024, 95% of all unduplicated students will perform

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
department will continue to use the NWEA assessment as a pre-, mid- and post-course assessments growth and as a method for determining if students can accelerate in their math course. NWEA growth results.		8, and Integrated Math 1. Data is still be analyzed.			at or above their grade level norm.
Middle School Support Courses UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development. End of marking period: GPA and Grades in the core course, NWEA growth results.	No Baseline - New Metric	As of 6-11-22 NWEA scores and student grades are still be analyzed for placement of students into support courses. UPA will be offering English and Math support in MS and High school			By June 2024, 100% of students participating in the support course will earn a C or higher in their core course and demonstrate growth on the course level assessment.
High School Support Courses UPA will provide a support course that will accompany core courses. It is designed to support students through core	No Baseline - New Metric	As of 6-11-22 NWEA scores and student grades are still be analyzed for placement of students into support courses. UPA will be offering English and Math			By June 2024, 100% of students participating in the support course will earn a C or higher in their core course and demonstrate growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic skill development. End of marking period: GPA and Grades in the core course, NWEA growth results.		support in MS and High school			on the course level assessment.
Grade level assessments for grades 7-10 The department will continue to use the NWEA assessment as a pre-, mid- and post-course assessments growth. NWEA growth results.	No Baseline - New Metric	As of 6-11-22 NWEA assessments have been used for English 7, 8, and 9 Data is still be analyzed.			By June 2024, 95% of all unduplicated students will perform at or above their grade level norm.
Middle School Support Courses UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development. End of marking period: GPA and Grades in the core course, NWEA growth results.	No Baseline - New Metric	As of 6-11-22 NWEA scores and student grades are still be analyzed for placement of students into support courses. UPA will be offering English and Math support in MS and High school			By June 2024, 100% of students participating in the support course will earn a C or higher in their core course and demonstrate growth on the course level assessment.
High School Support Courses UPA will provide a support course that will	No Baseline - New Metric	As of 6-11-22 NWEA scores and student grades are still be analyzed for			By June 2024, 100% of students participating in the support course will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
accompany core courses. It is designed to support students through core academic skill development. End of marking period: GPA and Grades in the core course, NWEA growth results.		placement of students into support courses. UPA will be offering English and Math support in MS and High school			earn a C or higher in their core course and demonstrate growth on the course level assessment.

Actions

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

Action #	Title	Description	Total Funds	Contributing
	assessments in English.			

Goal Analysis [2021-22]

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

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

As of this writing, 7 of the 9 action items have been started, but data is still being compiled to determine if substantive differences need to be planned. All actions are on current plan to meet the 2024 outcomes. No major expenditure or actions changes are planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As of this writing, 7 of the 9 action items have been started, but data is still being compiled to determine if substantive differences need to be planned. All actions are on current plan to meet the 2024 outcomes. No major expenditure or actions changes are planned.

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

UPA is proud of the following growth areas in this goal:
 1) Every teacher has a pre-mid-post assessment for their course
 2) Math and English courses have a support course for grades 7-9
 3) Staff are very focused on vertical alignment of content and skills.

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

It is important that the data analysis focus in Goal #1 be partnered with the pre-mid-post assessments so that greater analysis can take place during the schools data days.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Bootcamp is targeted at students who qualify as unduplicated and will be attending their first AP course at UPA. Students will participate in a 3-week course that will give them the tools and skills necessary to succeed in the AP course as well as time to complete the summer work for the	No baseline data - new goal.	As of 5-10-22, UPA has not started this project yet.			By June 2024, all subject areas will hold an in-person or virtual AP Bootcamp before the start of the 2024-2025 school year. At least 70% of the students will participate in the AP preparation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>AP course with tutoring assistance. Participating students' success rates during the year in the AP course and the retention rate (students taking a 3rd AP course in addition to the 2 required for graduation) of said students in the next year.</p>					
<p>AP Course Awareness Counselors will work with AP Teachers to create an AP course fair in which teachers can demonstrate the learning opportunities and commitments required for the AP Course. Students would gain more insight about the various course offerings and learn more about what it takes to find academic success in an AP course Student participation rates in the AP course</p>	<p>No baseline data - new goal.</p>	<p>As of 5-10-22, 100% of students in the 9th, 10th, and 11th grade will participate in the AP Course Awareness - called course elective fair.</p>			<p>By June 2024, 100% of students in the 9th, 10th, and 11th grade will participate in the AP Course Awareness and will have participated in the AP Course Balance session intended to help students balance the work load of taking an AP course and the impact of taking multiple AP courses simultaneously.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
fair and subsequent sign ups.					
AP Course Expansion UPA Administration and Department Chairs will work to identify areas of potential AP course expansion within each department. Current potential expansion areas are in Visual Art, Digital Art, and Physics. Student participation rates in the AP course fair and subsequent sign ups for the new courses.	No baseline data - new goal.	As of 5-10-22, UPA has not started this project yet.			By June 2024, UPA will continue to offer the current number of AP Courses (12) and will expand to offer an AP science (Physics or Environmental), AP
Summer Enrichment Courses Counselors will poll students on potential areas for enrichment that will allow students to broaden their experience. Summer enrichment courses could be electives that are not normally offered during the school year.	No baseline data - new goal.	As of 5-10-22, UPA has not started this project yet.			By June 2024, UPA will offer enrichment courses in Art, World Language, Math, Science and Engineering. 125 students will participate in the courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Participation Rates.					
Winter Quarter Edgenuity Courses Students who are struggling or want to improve on a 1st semester course due to low grades will be given the opportunity to take a similar course through our Edgenuity platform. The outcome of the Winter Quarter is that the student would find success in the second semester of the course and continue onto the next level in the course sequence. Student Participation Rates.	During the 2020-2021 school year 42 students participated in the Winter Break and Spring Break make up sessions. Of the 42 students, 38 have successfully completed the make-up work.	Since the start of the 2021-22 school year, we have enrolled 43 unique students in 68 sections of 49 unique courses.			By June 2024, UPA will offer winter credit recovery courses in English, Math, Physical Education, Science and Social Science. 50 Students will participate and compete their work.
Elective Course Awareness Counselors will work with Departments to create an elective fair in which teachers can demonstrate the learning opportunities that each department	No baseline data - new goal.	As of 5-10-22, 100% of students in the 9th, 10th, and 11th grade will participate in the course elective fair.			By June 2024, UPA will hold an electives fair (in person or digitally) and 97% of 7th - 11th grade students will participate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
offers in an attempt to broaden the student’s academic horizons. Student participation rates in the fair and subsequent sign ups.					
Expansion of Electives in each Department UPA Administration and Department Chairs will work to identify areas of potential course expansion within each department. Current potential expansion areas are in English, Computer Science, and Math. Student Participation Rates.	As of April, 2021, UPA has not added any new elective courses in 3 years.	As of 5-10-22, UPA has not started this project yet.			By June 2024, UPA will have added electives in Art, English Computer Science, Engineering and Math.
UPA currently offers students the opportunity to attend community college courses free of charge. Students need to work with their counselor to identify potential courses and	During the 2019-2020 school year, 48 students took concurrent community college courses. The 2020-2021 count was interrupted by COVID and student access to community college courses.	37 students enrolled and completed community college courses this year. A total of 49 courses were complete by those 37. The most a single student took was 5 courses, but by			By June 2024, 10% of the student body will be concurrently enrolled in a community college course during the school year or over the summer.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
complete the application process. Student Participation Rates.		and large the average student only took 1.			

Actions

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

Goal Analysis [2021-22]

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

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

Only 50% of this action have taken place during the 2021-2022 school year. The remaining 4 goals will begin the spring of 2023 and into the summer. No substantive adjustments are planned to be made to the action items, goals, or expenditures at this time.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Only 50% of this action have taken place during the 2021-2022 school year. The remaining 4 goals will begin the spring of 2023 and into the summer. No substantive adjustments are planned to be made to the action items, goals, or expenditures at this time.

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

UPA is proud of the following areas of effective growth:

- 1) 100% of students in grades 9-11 participated in elective and AP course fairs
- 2) 37 students enrolled and completed community college courses, in some cases students were able to complete 2 courses
- 3) 43 students were able to move closer to graduation status by completing an Edgenuity course

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

Only 50% of this action have taken place during the 2021-2022 school year. The remaining 4 goals will begin the spring of 2023 and into the summer. No substantive adjustments are planned to be made to the action items, goals, or expenditures at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
516110	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.13%	0.00%	\$0.00	7.13%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal #1 and all action items are designed to directly address the learner needs of students with IEPs, 504s, foster youth and SED students.

Goal 2 - Action #1 addresses culture building through the expansion of athletics, clubs, visual and performing arts. Unduplicated students were considered first by providing a well rounded learning experience for students to demonstrate their own strengths beyond the academic requirements of UPA.

Goal 2 - Action #2 addresses a safe and caring learning environment through peer to peer interactions. Student belonging is a critical need for schools with diverse communities such as UPA. The challenges students face a number of culturally inclusive challenges when faced with learning the language, the culture, or understanding the social dynamics of UPA. The development of WEB and LINK as well as an emphasis on collaborative learning in the classroom gives students the opportunity to build strong peer to peer relationships that will help them navigate the complexities of UPA.

Goal 2 - Action #3 addresses creating a safe learning environment by focusing on physical safety, student health and social emotional supports. UPA recognizes that we must be prepared to be trauma informed educators and give students the resources to be able to work through their mental challenges while still meeting the academic requirements of UPA. By expanding our mental health and academic counseling it is very easy for a student to get help when they need it. Outreach efforts are also put into place that allow for staff and peers to make academic and mental health referrals.

Goal 2 - Action #5 addresses stakeholder community development through increased information sharing and collaborative workgroups.

Good Schools have great students. Great schools have involved parents and community members. UPA wants to ensure that students who face language, economic, or cultural barriers do not face those challenges alone - we seek to improve community engagement through Parent University and continued outreach via newsletters, coffee talks, and dessert discussions to make sure all families feel connected to the school.

Goal 3 - Action #1 focuses on college/university education and counseling in order to help students develop an independent college going mindset and drive. Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college admission and success.

Goal 3 - Action #2 keeps the college dream a reality through targeted outreach, education, and credit recovery options Create an independent college going student culture centered on student ownership of the college preparation path

Goal 4 - Action #1 aligns course content standards and skills to their capstone courses. Furthermore, the results of the alignment and greater understanding of student growth will improve instructional practice. The end result will be all students, including unduplicated students will perform at or above their grade level on all national standardized exams.

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

UPA will be doing the following:

- Decreasing class sizes and work load for English Teachers
- Decreasing class size for core classes grades 7-9
- Increasing support courses for students in Math and English
- Increasing para-educator load
- Dedicated EL coach

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:20	

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1:30	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$670,500.00	\$247,000.00			\$917,500.00	\$616,000.00	\$301,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Actions and services for all unduplicated students	English Language Learners, Socio-Economically Disadvantaged, and underrepresented students English Learners Foster Youth Low Income	\$200,000.00	\$75,000.00			\$275,000.00
1	1.2	English Language Learner specific actions and interventions	English Learners	\$52,500.00				\$52,500.00
1	1.3	Socio-Economically Disadvantaged (SED) specific actions and interventions	English Learners Foster Youth Low Income	\$45,000.00				\$45,000.00
1	1.4	IEP specific actions and interventions	Students qualifying as IEP students Students with Disabilities	\$44,500.00				\$44,500.00
1	1.5	504 specific actions and interventions	focused on students qualifying for 504 services English Learners Foster Youth Low Income	\$27,500.00				\$27,500.00
2	2.1	Maintain existing extracurricular opportunities and identify potential	All	\$50,000.00	\$20,000.00			\$70,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		areas for expansion in order to create more points of connection between students, their peers, and UPA						
2	2.2	Maintain or expand schoolwide activities that allow for students to bond with their peers, celebrate their diverse backgrounds, or unite as a student body	All	\$60,000.00	\$15,000.00			\$75,000.00
2	2.3	In order to create a safe and caring campus continue to improve upon the current safety plan and expand the emergency training and add a school nurse	Students with IEPs designated as OHI All Students with Disabilities	\$77,500.00	\$10,000.00			\$87,500.00
2	2.4	Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	English Learners Foster Youth Low Income	\$30,000.00	\$5,000.00			\$35,000.00
2	2.5	Continue to build on the communication and feedback pathways that have been established	All	\$10,000.00				\$10,000.00
3	3.1	Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college	All Students with Disabilities	\$7,500.00	\$7,500.00			\$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		admission and success.						
3	3.2	Create an independent college going student culture centered on student ownership of the college preparation path	All Students with Disabilities	\$30,000.00	\$75,000.00			\$105,000.00
3	3.3	Assist students with their college applications and graduate from UPA prepared for college and career success.	English Learners Foster Youth Low Income	\$7,500.00	\$2,500.00			\$10,000.00
4	4.1	Support CAASPP success through the development, implementation and monitoring of course level growth assessments.	All	\$11,500.00	\$8,000.00			\$19,500.00
4	4.2	Improve student success in Math CAASPP results through structured support and vertical assessments in math.	English Learners Foster Youth Low Income		\$7,000.00			\$7,000.00
4	4.3	Improve student success in English CAASPP results through structured support and vertical assessments in English.	English Learners Foster Youth Low Income		\$7,000.00			\$7,000.00
5	5.1	Increase awareness of and access to rigorous coursework	English Learners Foster Youth Low Income	\$17,000.00	\$15,000.00			\$32,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$7242830	516110	7.13%	0.00%	7.13%	\$379,500.00	0.00%	5.24 %	Total:	\$379,500.00
								LEA-wide Total:	\$82,000.00
								Limited Total:	\$325,000.00
								Schoolwide Total:	\$82,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Actions and services for all unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.2	English Language Learner specific actions and interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$52,500.00	
1	1.3	Socio-Economically Disadvantaged (SED) specific actions and interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
1	1.5	504 specific actions and interventions	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$27,500.00	
2	2.4	Provide opportunities to seek and receive mental health services and	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		cognitive training to take on life's stressors						
3	3.3	Assist students with their college applications and graduate from UPA prepared for college and career success.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
4	4.2	Improve student success in Math CAASPP results through structured support and vertical assessments in math.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	4.3	Improve student success in English CAASPP results through structured support and vertical assessments in English.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
5	5.1	Increase awareness of and access to rigorous coursework	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$17,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$619,500.00	\$736,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Actions and services for all unduplicated students	No	\$150,000.00	\$175,000
			Yes		
1	1.2	English Language Learner specific actions and interventions	Yes	\$52,500.00	\$52,500.00
1	1.3	Socio-Economically Disadvantaged (SED) specific actions and interventions	Yes	\$45,000.00	\$45,000.00
1	1.4	IEP specific actions and interventions	No	\$2,500.00	\$2,500.00
1	1.5	504 specific actions and interventions	No	\$27,500.00	\$50,000
			Yes		
2	2.1	Maintain existing extracurricular opportunities and identify potential areas for expansion in order to create more points of connection between students, their peers, and UPA	No	\$42,000.00	\$42,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Maintain or expand schoolwide activities that allow for students to bond with their peers, celebrate their diverse backgrounds, or unite as a student body	No	\$40,000.00	\$40,000.00
2	2.3	In order to create a safe and caring campus continue to improve upon the current safety plan and expand the emergency training and add a school nurse	No	\$25,500.00	\$25,500.00
2	2.4	Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	Yes	\$35,000.00	\$50,000
2	2.5	Continue to build on the communication and feedback pathways that have been established	No	\$4,000.00	\$4,000.00
3	3.1	Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college admission and success.	No	\$15,000.00	\$15,000.00
3	3.2	Create an independent college going student culture centered on student ownership of the college preparation path	No	\$105,000.00	\$105,000.00
3	3.3	Assist students with their college applications and graduate from UPA prepared for college and career success.	Yes	\$10,000.00	\$30,000
4	4.1	Support CAASPP success through the development, implementation and monitoring of course level growth assessments.	No	\$19,500.00	\$19,500.00
4	4.2	Improve student success in Math CAASPP results through structured support and vertical assessments in math.	Yes	\$7,000.00	\$15000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Improve student success in English CAASPP results through structured support and vertical assessments in English.	Yes	\$7,000.00	\$15000
5	5.1	Increase awareness of and access to rigorous coursework	Yes	\$32,000.00	\$50,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$456628	\$254,500.00	\$461,000.00	(\$206,500.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Actions and services for all unduplicated students	Yes	\$75,000.00	\$157,000		
1	1.2	English Language Learner specific actions and interventions	Yes	\$52,500.00	\$100000		
1	1.3	Socio-Economically Disadvantaged (SED) specific actions and interventions	Yes	\$45,000.00	\$65,000.00		
1	1.5	504 specific actions and interventions	Yes	\$27,500.00	\$47,000		
2	2.4	Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	Yes	\$30,000.00	\$45,000		
3	3.3	Assist students with their college applications and graduate from UPA prepared for college and career success.	Yes	\$7,500.00	\$15000		
4	4.2	Improve student success in Math CAASPP results through structured support and vertical assessments in math.	Yes		\$15000		
4	4.3	Improve student success in English CAASPP results	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		through structured support and vertical assessments in English.					
5	5.1	Increase awareness of and access to rigorous coursework	Yes	\$17,000.00	\$17,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$7242630	\$456628		6.30%	\$461,000.00	0.00%	6.37%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022