



# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

| Local Educational Agency (LEA) Name    | Contact Name and Title             | Email and Phone                      |
|--|------------------------------------|--------------------------------------|
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## Goal 1

| Goal Description  |
|---|
| <b>Provide targeted support, intervention, and advancement for UPA’s unduplicated students.</b> |

## Expected Annual Measurable Objectives

| Metric  | Baseline  | Year 1 Outcome            | Year 2 Outcome   | Mid-Year Outcome Data  | 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 | Thirty one incoming 7th grade students attended the summer bridge program. 100% of them earned a passing grade in both math and English. Furthermore 58% of the students that attended the | Objective has been assigned to a Director and team, progress to begin Semester 2 with implementation in the summer of 2022 | 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. |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data   | Desired Outcome for 2023-24  |
|--|---|---|--|---|--|
|  |   |   | bridge program earned an A in English and 68% earned an A in math.   |   |  |
| 8th Grade Fundamentals: Student success rates collected during marking periods and semester grades for the 8th grade year. As well as promotion rates to high school.  | 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                                   | Students are enrolled in the Summer Fundamentals Course either by teacher recommendation or by receiving a D/F during S1 or S2 during the school year. Out of the 24 students that attended the English Fundamentals Course, 75% of them passed their English class during S1 of the 2022-2023 school year. Out of the 29 students that attended the Math Fundamentals Course, 83% of them passed their Math class during S1 of the 2022-2023 school year. All 8th grade students who attended the Summer Fundamentals Course promoted to high school. | Objective has been assigned to a Director and team, progress to begin in the fall of 2022   | 85% participation rate of eligible students participating. Students participating will demonstrate semester grades 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          | This goal will be closed and reevaluated for the 24-25 school year   | Objective has been assigned to a Director and team, progress to begin Semester 2 with implementation in the summer of 2022  | This goal will be closed and reevaluated for the 24-25 school year   |
| 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 classes have started implementing and/or defining a crucial class assignment as their course core assessment. Staff is working and documenting the process and results. We hope to be able to use Illuminate next year to find   | Objective has been assigned to a Director and team, teachers have implemented the pre and mid assessments. Data analysis of pre and mid assessments to take place on January 6 and 7. | 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 |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data  | Desired Outcome for 2023-24  |
|--|--|---|--|--|--|
|  |  |   | data more effectively next year.   |  | 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   | Planned to begin the summer of 2023  | Objective has been assigned to a Director and team, the first round of data analysis has started utilizing Google Sheets. The transition to Illuminate will take place in the summer and fall of 2022.   | 100% of all core course instructors will have used the data analysis system at least three times per year.   |
| 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  | As of January 2023, the average daily count for brunch was 23% of the total student body participating. For Lunch, the average participation rate is 33%. Both data points represent daily lunch counts meaning students are eating every day.   | Objective has been assigned to a Director and team, fully in service. Currently, My Green Lunch (UPA's food vendor) is serving 100 lunches to students per day. This amounts to 14% of the student body. Preparation for Universal Lunch is to begin in the fall of 2022 | 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 | 97% of high school students at UPA are currently on track to graduate. Out of the thirteen students not on track to graduate, seven of them are enrolled in an online class to help them earn credits toward graduation. The other six students are in 9th grade and will be attending summer school to remediate the courses they failed during semester 1. | Objective has been assigned to a Director and team, the counseling team has sent out grade inventories to all seniors and applied AB104 (alternate graduation requirements and Pass/No Pass grade changes) to grades 10-12.  | 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 | 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 | Teachers and administrators meet in grade-alike teams once a month to address real-time needs of each cohort. They aim to align team   | Objective has been assigned to a Director and team, Staff have held four grade level meetings. Each grade level has a shared calendar and  | 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   |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24   |
|--|--|---|---|---|---|
| assessments will also be evaluated.  |  | students have met with a counselor.   | members' efforts pertaining to students' academic and social-emotional growth. This includes covering grade level announcements, managing a major assignments calendar, hearing from the academic counselor, working on interdisciplinary collaboration, Seminar planning and preparation and MTSS check ins.   | document to avoid test, project and major assignment conflicts.   | academic counselor and will develop a plan for success.   |
| MTSS Administration: End of marking period: GPA, Grades, Attendance, Discipline  | At the end of Semester 1 of the 2020-2021 school year, during distance learning: 72% of all students were passing all courses and 11% were failing 3 or more courses, GPA was not tabulated, attendance was 97.9% and 2 discipline cases were responded to | 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                     | At the end of Semester 1 December 2022, 84% of all students were passing all classes and 87% were passing all core classes. High School GPA: 9th Grade - 3.26 10th Grade - 3.19 11th Grade - 3.30 12th Grade - 3.34 Attendance for S1: 97.34%   | Objective has been assigned to a Director and team, as of Marking Period 2, 78% of all students were passing all classes. Attendance is currently at 98.5%.   | 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. | Parent University is a one-hour educational workshop for parents and caregivers that aims to help them help their children through the challenges of adolescence. Raising a teenager is no easy task, and UPA is there to support our families. Held once a month over Zoom, Parent University focuses on a variety of topics in partnership with experts from Parent Guidance. Topics covered from 2021-2023 include: "Building Your Child's Confidence" | Objective has been assigned to a Director and team, as of December 2021 UPA has held 2 Parent University meetings. The first meeting was with teachers and support staff. The second Parent meeting is focused on parenting strategies. The average attendance is 45 parents per evening. | 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.  |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data  | Desired Outcome for 2023-24   |
|---|---|---|--|--|---|
|   |   |   | <p>“Your Child’s Anxiety and Depression”<br/>           “The Warning Signs of Device Addiction”<br/>           “Establishing Healthy Boundaries”<br/>           “Bullying - Stop the Cycle”<br/>           “De-escalating Cycles of Conflict”<br/>           “Social Media: Protecting Our Children”<br/>           “Building Your Child’s Confidence: Identity Formation”<br/>           ”Emotional Regulation Part 1: Recognizing What’s Wrong”<br/>           “Emotional Regulation Part 2: Interrupting Negative Emotions”<br/>           Helping Your Child Succeed – Parenting Styles Matter”<br/>           Registering for Parent University in advance allows UPA to send a recording of the session to those who could not attend live. The average registration per Parent University session is approximately 50 people, while the average live attendance rate is 20 per monthly session.</p> |  |   |
| <p>Professional Development: Student success rates collected during marking periods and semester grades. Student success on core course assessments will also be evaluated.</p> | <p>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,</p> | <p>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</p> | <p>Professional development is held on site once a month to support faculty in developing as professional educators and to provide opportunities that build habits of mind and habits of practice that promote</p>   | <p>Objective has been assigned to a Director and team, to date, UPA has had 44 hours of professional development service hours. As of Marking Period 2, 78% of all students were passing</p> | <p>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.</p> |

| Metric | Baseline  | Year 1 Outcome                         | Year 2 Outcome   | Mid-Year Outcome Data                          | Desired Outcome for 2023-24 |
|--------|---|--|--|--|-----------------------------|
|        | attendance was 97.9% and 2 discipline cases were responded to | issues are at 1.6% of the student body | <p>educational equity. The focus for the 2022-2023 school year is Culturally Responsive pedagogy, and the anchor text is Culturally Responsive Teaching and the Brain by Zaretta Hammond. The other anchor for PD is our school priorities based on student and faculty feedback surveys data. Topics this year include:</p> <p>August: Reviewing the “Ready for Rigor Framework”</p> <p>September: Social-emotional safety through intentional community building</p> <p>October: Building the foundation of learning partnerships: Trust in the classroom</p> <p>November: Establishing alliance in learning partnerships: Being a warm demander</p> <p>Early January: Giving feedback to develop independent learners: Best practices</p> <p>Late January: Shifting academic mindset: Restoring students’ natural confidence as learners</p> <p>February: Expanding awareness of one’s own culture</p> <p>March: Reflecting on PD this year</p> <p>May: Faculty data collection (end-of-year surveys)</p> | all classes. Attendance is currently at 98.5%. |                             |

| Metric  | Baseline                            | Year 1 Outcome   | Year 2 Outcome   | Mid-Year Outcome Data   | Desired Outcome for 2023-24   |
|---|-------------------------------------|--|--|---|---|
| <p>SST/ILP Services: End of marking period: GPA, Grades, Attendance, Discipline</p> | <p>No baseline data - new goal.</p> | <p>We have held 5 SSTs this school year. One of them resulted in a Special Education Referral.</p> | <p>84% of all students are passing all classes for S1 of 2022 - 2023. 7% of the population is failing one class, 3% is failing 2 classes and 6% are failing 3 or more classes.</p> <p>Students who are not finding success are identified by individual teachers evaluating data sources and making determinations of the appropriate types of in class and out of class supports that are documented in an action plan. The administration has a collective list of all students who are receiving tier two and three supports as a means to coordinate efforts, gather an understanding of the community's needs and maintain documentation. In the coming years, we will be strategically tracking outcomes from the interventions via a cyclical process for identifying students who need support via established criteria, creating intervention plans relative to needs, tracking responses and escalating or de-escalating depending on student responses.</p> <p>School Wide Discipline Data:</p> | <p>Objective has been assigned to a Director and team, the MTSS team is refining the SST process as it relates to its placement in the MTSS chart and the technical aspects of scheduling, accessing cum folders and who should be participating in the meeting. The goal implementation is Fall of 2022.</p> | <p>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.</p> |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data  | Desired Outcome for 2023-24  |
|--|--|---|--|--|--|
|  |  |   | Grade    Percent of<br>Events<br>7            19%<br>8            17%<br>9            16%<br>10          19%<br>11          25%<br>12          4%  |  |  |
| 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.   | At the end of Semester 1 December 2022, 84% of all students were passing all classes and 87% were passing all core classes. High School GPA:<br>9th Grade - 3.26<br>10th Grade - 3.19<br>11th Grade - 3.30<br>12th Grade - 3.34<br>Attendance for S1: 97.34% | Objective has been assigned to a Director and team, this goal has been postponed with the resignation of the current support services position and is scheduled to be restarted in the spring of 2022. As of Marking Period 2, 78% of all students were passing all classes. Attendance is currently at 98.5%. | 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: 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 | 33 students started. We currently have 28 after 8th grade 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 | Grow and RESH 180 were discontinued at the start of the 2023-2024 school year  | Objective has been assigned to a Director and team, the GROW class has been suspended and replaced with a Leadership class. RESH 180 currently has 36 students enrolled. As of Marking Period 2, 78% of all students were passing all classes. Attendance is currently at 98.5%.                               | Grow and RESH 180 were discontinued at the start of the 2023-2024 school year  |
| 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.  | 364 minutes, 7 calls, and two languages (Vietnamese and Spanish)   | Objective has been assigned to a Director and team, we have fully implemented and rolled out both document and verbal translation services. As of December 2021, we have had 7 uses of the verbal translation services and 3 uses of the   | 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  | Mid-Year Outcome Data   | Desired Outcome for 2023-24  |
|---|------------------------------|---|---|---|--|
|   |                              |   |   | document translation services.  | 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.                                   | Still Tabulating Results  | Objective has been assigned to a Director and team, awaiting data from Ed Voss  | 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 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 | Still tabulating data   | Objective has been assigned to a Director and team, Nico Mendoza has been our EL case manager and has completed 35 ILPs or Individual Learning Plans of the 40 English Language Learner students. | 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  | Our EL coordinator has been looking to attend more training and participate in PD planning to incorporate more EL support to our staff. | Objective has been assigned to a Director and team, we are set to implement our first EL specific professional development in the winter of 2022.   | 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  | Our cross-age/peer tutor groups will partner with our EL coordinator to have a 1:1  | Objective has been assigned to a Director and team, we have identified a potential team of peer tutors and plan to implement targeted tutoring in the spring of 2022.                             | Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action. |

| Metric  | Baseline                     | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24  |
|---|------------------------------|--|---|---|--|
| 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                           | "Counseling presentations each semester, and as students are looking at classes for next year, they work on the 4 year plan on paper and naviance. All grade high school levels get a copy of their transcript and go back in seminar classes to their four year plan and have the change to revise or start over.<br>New for this year: trying to meet with every single Freshman in addition going over their four year plan, go over seminar questionnaire and organize time to pull students out for 10 minute sessions to discuss 4 year plans." | Objective has been assigned to a Director and team, 100% of seniors are utilizing Naviance for college going assistance and monitoring and every student has completed a college application. | 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. | PowerSchool Special Programs has been discontinued in the fall of 2022  | Objective has been assigned to a Director and team,   | PowerSchool Special Programs has been discontinued in the fall of 2022   |
| 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                           | This goal will be closed and reevaluated for the 24-25 school year  | Objective has been assigned to a Director and team,   | This goal will be closed and reevaluated for the 24-25 school year   |
| 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                           | Still collecting data   | Objective has been assigned to a Director and team,   | 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:                           | No baseline data - new goal. | As of 5-10-22, planned implementation is in year 2                           | We currently have an AP Spanish Literature class that alternates with AP Spanish Language every   | Objective has been assigned to a Director and team,   | 85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will  |

| Metric   | Baseline                     | Year 1 Outcome                                     | Year 2 Outcome   | Mid-Year Outcome Data   | Desired Outcome for 2023-24  |
|--|------------------------------|--|--|---|--|
| Creation of pathway and participation rates  |                              |  | other year. This year we were able to implement the Spanish for Heritage Speakers class. Currently we have 15 students in the class.   |   | 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 | <p>Currently, students with IEPs are receiving tutoring support during the school day in the Learning Lab. The Learning Lab is also open Tuesdays and Thursdays before and after school for students to receive additional support from highly qualified staff. All students have access to the Learn It Peer Tutoring Program and teacher office hours as well.</p> <p>Of the 15 students who have IEPs:<br/> 47% are passing all classes<br/> 18% are failing one class<br/> 29% are failing two classes<br/> 6% are failing 3 or more classes</p> <p>Of the 110 recorded behavior incidents as of 1/26/2023, 6% were committed by students with IEPs representative of seven incidents committed by three students.</p> | Objective has been assigned to a Director and team, we have identified a potential team of peer tutors and plan to implement targeted tutoring in the spring of 2022. | 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. |
| IEP Specific PD: PD curriculum, teacher surveys, and end of marking period: GPA,   | No baseline data - new goal. | As of 5-10-22, planned implementation is in year 2 | On August 23, 2022 staff received information about transitioning programming from a pull out model to   | Objective has been assigned to a Director and team, we are set to implement our first EL  | 85% of students will be passing all core courses, average GPA will be 3.0 in all courses, attendance will  |

| Metric   | Baseline                     | Year 1 Outcome                                     | Year 2 Outcome   | Mid-Year Outcome Data                                    | Desired Outcome for 2023-24   |
|--|------------------------------|--|--|--|---|
| Grades, Attendance, Discipline.  |                              |  | <p>hybrid model that includes both pull out and push in support. On November 15, staff received an update about how the Learning Lab and push in supports operate. On December 20, 2022, staff received a refresher about the requirements for upholding IEP/504 plans and what to do if students are not currently passing a class.</p> <p>Of the 15 students who have IEPs:<br/> 47% are passing all classes<br/> 18% are failing one class<br/> 29% are failing two classes<br/> 6% are failing 3 or more classes</p> <p>Of the 110 recorded behavior incidents as of 1/26/2023, 6% were committed by students with IEPs representative of seven incidents committed by three students.</p> | specific professional development in the winter of 2022. | 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 | The 504 Case Manager coordinated 504 team meetings with students, staff and ed right holders to review all active 504 plans. Students were either exited, or their plans were amended to reflect current needs/environment. Additionally, several initial  | Objective has been assigned to a Director and team,      | 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. |

| Metric   | Baseline                     | Year 1 Outcome                                     | Year 2 Outcome  | Mid-Year Outcome Data  | Desired Outcome for 2023-24   |
|--|------------------------------|--|---|--|---|
|  |                              |  | <p>meetings took place resulting in either qualification or a DNQ. We currently have 33 students with active 504 plans. All staff members that serve a student with a 504 receive access to the student's 504 plan.</p> <p>Of the 28 student who have 504s:</p> <p>49% are passing all classes<br/> 22% are failing one class<br/> 8% are failing two classes<br/> 22% are failing three or more classes.</p> <p>Relative to outreach logs, the Director of Special Programs maintains records of all calls, has record of all meetings held and keeps email communications archived.</p> <p>Of the 110 recorded incidents as of 1/26/2023, 9% of the incidents were committed by students with 504s which is reflected of ten incidents committed by seven students.</p> |  |   |
| 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 | Currently, some students with 504s are receiving tutoring support during the school day in the Learning Lab. The Learning Lab is  | Objective has been assigned to a Director and team, we have identified a potential team of peer tutors and plan to | Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 |

| Metric  | Baseline                            | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data  | Desired Outcome for 2023-24  |
|---|-------------------------------------|---|--|--|--|
|   |                                     |   | <p>also open Tuesdays and Thursdays before and after school for students to receive additional support from highly qualified staff. All students have access to the Learn It Peer Tutoring Program and teacher office hours as well.</p> <p>Please see discipline data captured above.</p>   | <p>implement targeted tutoring in the spring of 2022.</p>  | <p>course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.</p>  |
| <p>504 Specific PD: PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.</p> | <p>No baseline data - new goal.</p> | <p>As of 5-10-22, planned implementation is in year 2</p> | <p>At a staff meeting on October 10, 2022, an overview about 504 eligibility, key things to note about 504s and the 504 process were reviewed with the team.</p> <p>Of the 28 student who have 504s:</p> <p>49% are passing all classes<br/> 22% are failing one class<br/> 8% are failing two classes<br/> 22% are failing three or more classes.</p> <p>Please see discipline data captured above.</p> | <p>Objective has been assigned to a Director and team, we are set to implement our first EL specific professional development in the winter of 2022.</p> | <p>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.</p> |

**Actions & Measuring and Reporting Results**

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| 1.1                | <b>Actions and services for all unduplicated students.</b><br>Action #1 is focuses on providing unduplicated students support through extended year services, monitoring, on-time supports, outreach, food services and family assistance. This action uses LCFF Supplemental and Concentration grant funding and Title I funds to provide increased intervention services. | No<br>Yes    |                      |                       |  | \$200,000.00         |                       |
| 1.2                | <b>English Language Learner specific actions and interventions.</b><br>Action #2 provides targeted English Learner interventions via case management and professional development   | Yes          |                      |                       |  | \$52,500.00          |                       |
| 1.3                | <b>Socio-Economically Disadvantaged (SED) specific actions and interventions.</b><br>Action #3 targets SED students and families with intensive college planning, monitoring, and expansion of AP courses targeted at SED communities.  | Yes          |                      |                       |  | 45,000.00            |                       |
| 1.4                | <b>IEP specific actions and interventions</b>   | No           |                      |                       |  | 44,500.00            |                       |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|                    | Action #4 provides targeted IEP interventions via case management and professional development  |              |                      |                       |  |                      |                       |
| 1.5                | <b>504 specific actions and interventions.</b><br>Action #5 provides targeted 504 interventions via case management and professional development  | No<br>Yes    |                      |                       |  | 27,500.00            |                       |
| 1.6                | <b>Professional Development</b><br>UPA will provide teachers professional development to support data analysis to inform instruction and culturally responsive teaching to meet the needs of all students, but especially unduplicated students. This action is funded by the federal Title II program. | No           |                      |                       |  | 0.00                 |                       |

## Goal 2

### Goal Description

**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.**



## Expected Annual Measurable Objectives

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|---|---|--|---|-----------------------|--|
| Support current clubs and continue to foster the development of new clubs<br>Success will be measured by the number of school clubs and the percentage of students participating in school clubs.   | UPA currently has 20 clubs and approximately 250 active members with over 350 students demonstrating interest. (Fall of 2020 data from club day)  | 32 active clubs and the number of participants varies. Some clubs have 8 active members while others have 20+ members who participate irregularly but still identify with the club | UPA has more than 20 student-run clubs that fall in to one of four categories: academic, humanitarian, hobby or cultural. Club Week is held every September as a showcase and recruitment event for clubs, and Mid-Year Club Rush Day is held in early February as a mid-year opportunity to recruit students who did not take advantage of Club Week, as well as to highlight new clubs created after September. |                       | UPA will host 25 clubs with an active membership of over 500 students.   |
| Maintain and expand current athletics programs<br>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.                 | We have 16 athletic programs and approximately 150 student athletes. Sports offered at UPA include basketball, volleyball, track and cross country.   |                       | 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<br>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.   | The annual Red Carpet Arts Showcase is scheduled for May 5, 2023. This night celebrates artists' achievements from drawing and painting, AP 2D art and design, multimedia, dance and band. This year there are five theater performances scheduled, one improv show and two band concerts. Approximately  |                       | By June 2024, 15% of the student body will participate in one visual art competition, demonstration, or on-site art installation |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data | Desired Outcome for 2023-24   |
|---|---|---|--|-----------------------|---|
|   |   |   | 400 students are enrolled in a visual arts-based class.  |                       |   |
| <p>Drama and Music Performances<br/>Success will be measured by the number of students participating in the program and the number of events UPA is participating in or putting on.</p> | <p>No current baseline data - performing arts were paused during the 2020-2021 school year.</p> | <p>Band and Drama combined to contribute 3 concerts, 2 plays, and 3 improv programs. In total 230 students or (20%) of the student body participated.</p> | <p>The annual Red Carpet Arts Showcase is scheduled for May 5, 2023. This night celebrates artists' achievements from drawing and painting, 3D art, multimedia, dance and band. This year there are five theater performances scheduled, one improv show and two band concerts. Approximately 160 students are enrolled in a performing arts-based class. The improv team has 16 participants and theater shows have approximately 25 participants.</p>          |                       | <p>By June 2024, 25% of the student body will participate in at least one performing arts event occurring after school.</p> |
| <p>Competitive Clubs<br/>Success will be measured by the number of students participating in the clubs, competitions, and events.</p>   | <p>No Baseline - New Metric</p>   | <p>As of 5-10-22, planned implementation is in year 2</p>   | <p>There are two competitive clubs at UPA: Speech &amp; Debate Club and Robotics Club. This year members of Speech and Debate competed in four competitions. They competed successfully in the Bay Area's Coast Forensic League at both the invitational level and the league level, with two members being able to finish in podium positions in at least one tournament. The Robotics Club participates in a league that has already had two meets and one</p> |                       | <p>By June 2024, at least 3 competitive clubs will be established and actively participating in regional competitions.</p>  |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|---|---|--|-----------------------|--|
|  |   |   | tournament. Members won a few of their matches at the two meets.   |                       |  |
| WINK<br>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   | Of the 45 WEB and Link Crew leaders this year, 11 are seniors, 18 are juniors, 8 are sophomores and 8 are 8th grade students. This fluctuates year to year based on the number of incoming 7th/9th graders and the number of leader applications. WEB and Link Crew have 16 training meetings throughout the year, covering leader development, mentor days and social event planning.                                     |                       | By June 2024, 100% of 7th graders will have participated in the WEB (where everyone belongs) summer orientation and schoolyear activities. 90% of 9th graders will participate in the LINK summer orientation and schoolyear activities. WEB and LINK will have hosted at least one event per marking period.    |
| ASB Schoolwide Activities and Rallies<br>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:<br>1 Week of Welcome<br>1 Club Week<br>3 Spirit Weeks (Homecoming, December and March)<br>Three dances (Homecoming, Prom and 8th grade dance)<br>1 Open Mic Week<br>1 Multicultural Week<br>2 Sessions of lunchtime intramurals (basketball and volleyball)<br>Approx. 12 smaller, one-off activities/events during lunch time or Seminar<br>Approx. 8 bigger, one-off activities/events during lunch time or Seminar | ASB is now a zero period class held twice a week. During the 2022-2023 school year, ASB increased the number of student leadership positions and continued to plan events and activities to engage students throughout the year while upholding the momentum of school spirit. Especially popular student activities include rallies, dances, middle school movie & games night and sports intramurals held at lunch time. |                       | 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. |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24   |
|--|--|---|---|-----------------------|---|
|  |  | Over 65% of the student body participated in the activities   |   |                       |   |
| Schoolwide Celebrations Measured by student participation.   | No current baseline data - schoolwide celebrations were paused during the 2020-2021 school year. | No Data as of 5-10-22   | Honor roll recognition takes place in Seminar classes and the end-of-year school awards are hosted every May, when students are recognized not just for their achievements by each department but also for their demonstration of UPA values. ASB has a new Commissioner of Recognitions and Celebrations position this year and that leader is tasked with developing more ways to honor students throughout the year. |                       | By June 2024, UPA will host on-site semester awards celebrating 2 students from each grade level that represent our school values. UPA will host 2 of these events during the year. |
| Middle School Leadership Class Measured by student success in the course, school activities participated in and produced by the class. | No Baseline - New Metric   | We currently are running a Leadership class of 30 students. No schoolwide events have been implemented. | The separate middle school leadership class is now part of the ASB zero period class. This year the new Commissioner of Middle School Events position has been filled by two students to increase the representation of middle school among student activities. Job descriptions for all high school class officers now include specific language that requires high school leaders to mentor middle school leaders.    |                       | 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.                                      |

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|---|---|--|--|-----------------------|--|
| Safety Plan<br>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   | UPA will be submitting the 2023-2024 Safety Plan and has held 1 safety meeting for the current school year with another in the spring of 2023. |                       | 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<br>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 | Currently UPA is hosting 11 Schoolwide safety drills. All of the drills have been created and managed by UPA staff.                            |                       | By June 2024, UPA will host 12 schoolwide emergency drills throughout the school year. 2 of the events will be student created and led, facilitated by administration.   |
| School Nurse<br>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                      | UPA is unable to continue with this goal due to budget constraints   |                       | UPA is unable to continue with this goal due to budget constraints   |
| GROW<br>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   | GROW has been discontinued as of the 2023-2024 school year   |                       | 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<br>Measured by student participation in RESH, and  | 15 students participated in the RESH 180 program.   | 33 students started. We currently have 28 after 8th  | RESH has been discontinued as of the 2023-2024 school year   |                       | RESH has been discontinued as of the 2023-2024 school year   |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|--|---|--|-----------------------|--|
| 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 baseline data based on new metrics.   | grade 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 |  |                       |  |
| 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.           | UPA currently has four mental health therapists who serve 55 active clients. At peak times, like October, 155 sessions were scheduled with the top two primary foci being family challenges and anxiety. Students from all grade levels are receiving services, and the mental health team also offers a Therapeutic Art and Movement session three times a week divided by middle school and high school. |                       | 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  | EduGuide has been discontinued as of the 2023-2024 school year   |                       | 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 the assistance of another director                                     | As of January 2023, the weekly staff newsletter is developed, created, and published by the Executive Director.  |                       | By June 2024, A weekly newsletter will be published with information from all directors.     |
| Weekly Announcements to Community Calendar of published newsletters and read rates.  | No Baseline - New Metric   | As of 5-10-22, UPA publishes a weekly bulletin, only in English   | As of January 2023, the weekly newsletter has been continued, but transferred to Parent Square. Parent Square  |                       | By June 2024, A weekly newsletter will be published in English and Spanish                   |

| Metric   | Baseline                 | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|--------------------------|---|--|-----------------------|--|
|  |                          |   | allows for the newsletter to be translated to home language by the reader.   |                       |  |
| 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  | This action item has not been established, but the use of Schoology and the Schoology Calendar has helped to get more information to the students.   |                       | 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.   | This project has stalled during the 2023-2024 school year  |                       | 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 the end of the 2023-2024 school year, UPA will host 4 Coffee Talks  |                       | By June 2024, UPA will host 6 parent/community coffee talks throughout the year and 10% of the parent community will be in attendance        |
| Lunch Talks Attendance Rates. Starting in August 2021                        | No Baseline - New Metric | As of 5-10-22, UPA has not started this project yet,  | By the end of the 2023-2024 school year, UPA will host 2 student lunch meetings  |                       | 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% | The California Healthy Kids Survey and the teacher feedback survey were conducted in Spring 2022. Data from those surveys were analyzed by administration and teaching faculty in August 2022. In April 2023, students and teachers will also receive feedback surveys hosted through the Panorama platform. |                       | By June 2024, UPA will have an established set of stakeholder surveys and have 3 years of data to evaluate progress from.                    |

**Actions & Measuring and Reporting Results**

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| 2.1                | <p><b>Maintain existing extracurricular opportunities and identify potential areas for expansion in order to create more points of connection between students, their peers, and UPA.</b><br/>Action #1 addresses culture building through the expansion of athletics, clubs, visual and performing arts</p> | No           |                      |                       |  | \$25,000.00          |                       |
| 2.2                | <p><b>Maintain or expand schoolwide activities that allow for students to bond with their peers, celebrate their diverse backgrounds, or unite as a student body.</b><br/>Action #2 addresses a safe and caring learning environment through peer to peer interactions</p>                                   | No           |                      |                       |  | \$20,000.00          |                       |
| 2.3                | <p><b>In order to create a safe and caring campus continue to improve upon the current safety plan, expand emergency training, and add a school nurse.</b><br/>Action #3 addresses creating a safe learning environment by focusing on physical safety, student health and social emotional supports</p>     | No           |                      |                       |  | 15,500.00            |                       |



| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| 2.4                | <b>Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors.</b><br>Action #4 addresses student development of executive functioning and continued social emotional supports | Yes          |                      |                       |  | 35,000.00            |                       |
| 2.5                | <b>Continue to build on the communication and feedback pathways that have been established.</b><br>Action #5 addresses stakeholder community development through increased information sharing and collaborative workgroups             | No           |                      |                       |  | \$7,000.00           |                       |

### Goal 3

#### Goal Description

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.

### Expected Annual Measurable Objectives

| Metric  | Baseline                 | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|---|--------------------------|--|---|-----------------------|--|
| Implement Naviance, a 4-year planner, as our primary college admission tracker and scheduler<br>Naviance provides students with self- | 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 | Younger grade levels used Naviance to do personality assessments, discover career options while older grade levels have been using Naviance for their 4 |                       | By June 2024, 100% of students will be active in Naviance and use rates will demonstrate that students use the counseling service at least |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Mid-Year Outcome Data | Desired Outcome for 2023-24   |
|---|--|--|--|-----------------------|---|
| <p>assessment tools for discovering interests, strengths, and personality types. It guides students toward relevant career options, college choices, scholarship opportunities, and academic planning. Students visit multiple UC/CSU campuses during their high school years, and this 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>uploaded their personal statement.</p>  | <p>year planner and to explore colleges and complete their application process. It also allows for the school to upload GPA and SAT data to better support students in their search for college.</p>                                 |                       | <p>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.</p>   |
| <p>Regular college going counseling meetings with the community throughout the year<br/>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.<br/>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 attendance average was around 45.</p> | <p>"Fall and Spring counseling events. Dates on google doc/counseling calendar<br/><br/>Generally we see between 35-50 families with larger numbers in 9 and 12<br/><br/>Previous zoom meeting had around 65 families for 7th. "</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  | Mid-Year Outcome Data | Desired Outcome for 2023-24   |
|--|--|---|---|-----------------------|---|
| <p>Implement college tours and field trips to help students see that their dreams of college success can be a reality</p> <p>UPA provides two critical college field trips per year. The first is a whole school college field trip in which each grade level visits a specific local college or university for a campus tour. By the time a student graduates UPA, they will have toured most of the local exemplary universities in the Bay Area. The second field trip is the Junior college trip that takes the entire Junior class to Southern California to visit the top schools in the LA area as well as UC Merced. 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>On October 13, students in grades 7-11 participated in College Day, where each grade level attended one local university to tour the campus, talk with UPA alumni and reflect on which college might be right for them. February 13-16, juniors toured six colleges from the Central Coast to Southern California as part of the Junior Trip to learn more about what universities might be right for them beyond Northern California.</p> |                       | <p>By June 2024, UPA will be 100% returned to the annual college visits.</p>  |
| <p>Develop on-site college days that bring college success to the campus</p> <p>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.</p>   | <p>No Baseline - New Metric</p>  | <p>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.</p> | <p>We have not been able to do an onsite college day since the pandemic as it has been challenging to coordinate people and locations. Instead, there were four college visits shared with the students and there was a CSU college fair at a neighboring double tree hotel that students attended. There has been several college virtual visits in seminar.</p>   |                       | <p>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.</p> |
| <p>Credit Inventories</p>  | <p>No Baseline - New Metric</p>  | <p>As of 5-10-22, UPA has sent out credit inventories</p>   | <p>Grade 10-12 received a copy of their transcript and</p>  |                       | <p>By June 2024, students in grade 9 and 10 will receive</p>  |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|--|---|---|-----------------------|--|
| <p>Counselors will send home credit inventories that monitor a student's progress toward graduation and completion of the A-G coursework required for college acceptance. Grades 9-11 will receive a credit inventory, including work that must be completed in order to keep the college dream a reality. Seniors will receive a credit inventory before the end of the first marking period and then before the start of the sixth marking period.</p> |  | <p>twice a year for our Senior class and once this year for all students grades 9-11.</p> | <p>credit inventory this year in the first marking period, and 12th grade received a credit inventory at the start of second semester. 9-11 will be receiving one by the end of marking period 5.</p> |                       | <p>a grad inventory letter during the spring semester. Grade 11 will receive a grad inventory in the fall and spring semester. Senior grad inventories will be sent home during the summer before the 12th grade year starts and before the start of the 5th marking period.</p> |
| <p>AVID<br/>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.<br/>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>Link to AVID data report for numbers</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>  |
| <p>Seminar<br/>Seminar, formerly known as Advisory, is a once a week course designed to</p>  | <p>As of April, 2021, UPA has Seminar courses in every grade level. The curriculum varies each</p> | <p>As of 5-10-22, UPA has not started this project yet.</p>                               | <p>Seminar class is a teacher-directed course that focuses on furthering students' progress as</p>  |                       | <p>By June 2024, students surveys will demonstrate the importance and value of Seminar and that the</p>  |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|--|--|---|-----------------------|--|
| <p>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>year. Student surveys have not been conducted in a number of years so this is a new baseline.</p>   |  | <p>individuals and as members of our UPA community. Lessons, differentiated by grade level, are designed to help students plan and monitor their progress toward graduation, prepare for college applications, as well as to reflect on their growth in our school values. This year, in response to data trends for students' social-emotional well-being, the 7th and 8th grade Seminar classes will be adopting CharacterStrong as a new curriculum.</p> |                       | <p>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>All seniors and juniors</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 had 3 meetings in the first semester.</p> |
| <p>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</p>   | <p>During the 2020-2021 school year 42 students participated in the Winter Break and Spring Break make up sessions. Of the 42 students, 38 have successfully completed the make-up work.</p> | <p>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.</p> | <p>66% of Math students in summer passed, 53% of English students passed.</p>   |                       | <p>By June 2024, UPA will offer winter credit recovery courses in English, Math, Physical Education, Science and Social Science. 50 Students will participate and compete their work.</p>  |

| Metric   | Baseline                 | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|--------------------------|---|--|-----------------------|--|
| 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.  |                          |   |  |                       |  |
| 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.  | 62 students were enrolled in an Edgenuity class during semester 1 and semester 2 of the 2022-2023 school year. They have successfully completed and passed 143 Edgenuity 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. |
| 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. | 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. | There are college essay workshops over the summer to get started, and students work in their English classes to complete their statement. The summer workshop spends one week with three days on campuys working on their statement and two days inbetween to refine and work. The counselor got copies of all of them read over in September to offer advice. For those working with Common App, there were 2-3 personal statement workshops students could attend. |                       | By June 2024, 100% of Juniors becoming seniors will have attended a college essay writing seminar and submitted a letter into Naviance.                        |
| College Application Drive During the fall of the senior year, counselors and Seminar teachers work with each student to ensure they apply for at least 2 different colleges or universities based on their qualifying GPA, SAT   | No Baseline - New Metric | As of 5-10-22, 100% of all Seniors will complete and submit at least 1 college application.                                     | The senior team has been working to get students to apply to at least one four year college. Naviance shows a 92.7% rate, but this may be lower as it is self reported.  |                       | By June 2024, 100% of all Seniors will complete and submit at least 1 college application.   |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|---|--|--|---|-----------------------|--|
| 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.                      | Data still being tabulated  |                       | 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.                      | Counselors have been working with the community and our Business Operations to set up FAFSA drives, meetings, and offer support. Currently we have 72% of students who completed their FAFSA application.                           |                       | By June 2024, UPA will host 2 FAFSA evenings and 1 weekend training to help families apply for the financial aid, led by either the counselors or consultants.                       |
| Naviance Scholarship Drive Counselors and Seminar teachers will help students in the spring semester to use Naviance to identify and apply for potential scholarships. Student scholarship applications.  | No Baseline - New Metric   | As of 5-10-22, UPA has not started this project yet.   | This was never started. Counselors work with senior seminar team to disseminate scholarship information.  |                       | This was never started. Counselors work with senior seminar team to disseminate scholarship information.   |
| 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. | UPA a Decision Day event near May 1 that includes a Stars Ceremony (commitment ceremony), a food truck and much cheer from faculty and staff in attendance as the school celebrates seniors taking one more step into their future. |                       | By June 2024, UPA will hold a schoolwide celebration in which families and students can celebrate their acceptance to college/university   |

| Metric   | Baseline                 | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|--------------------------|--|---|-----------------------|--|
| Senior Project By the time a senior graduates from UPA, they will have written a successful college level paper, completed their university applications, developed an academic resume, submitted their FAFSA, applied for scholarships, reflected on a career interest survey, completed a well-written job resume (with references), developed budget and finance skills, identified their strengths and future challenges, and made an impact on UPA. Senior Project Completion Rate and Seminar Grade. | 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. | The Senior Project is under review and will be presented to the board in May 2023 |                       | By June 2024, 100% of all seniors will have participated and presented their senior project. |

### Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| 3.1                | <b>Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college admission and success.</b><br>Action #1 focuses on college/university education and counseling in order to help students develop an independent college going mindset and drive. | No           |                      |                       |  | 15,000.00            |                       |
| 3.2                | <b>Create an independent college going student culture centered</b>  | No           |                      |                       |  | \$50,000.00          |                       |



| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|                    | <b>on student ownership of the college preparation path.</b><br>Action #2 keeps the college dream a reality through targeted outreach, education, and credit recovery options   |              |                      |                       |  |                      |                       |
| <b>3.3</b>         | <b>Assist students with their college applications and graduate from UPA prepared for college and career success.</b><br>Action #3 seeks to make the college dream a reality through guided support of the college application process and making college affordable. | Yes          |                      |                       |  | \$7,500.00           |                       |

## Goal 4

### Goal Description

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

## Expected Annual Measurable Objectives

| Metric  | Baseline                 | Year 1 Outcome                                       | Year 2 Outcome  | Mid-Year Outcome Data | 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 | No Baseline - New Metric | As of 5-10-22, UPA has not started this project yet. | This was started and paused during the pandemic. Departments are working on standards and skills together, but this is not a focus for every single department. |                       | 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 |

| Metric  | Baseline                        | Year 1 Outcome   | Year 2 Outcome   | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|---|---------------------------------|--|--|-----------------------|--|
| <p>course skills to develop a curriculum that is aligned to support the academic growth of students from grade 7 through 12. Development and publication of vertical alignment content, skills, and outcomes by department.</p>   |                                 |  | <p>Science created a lab rubric to help students through the procedure and thought process to alter and use in all grades. English has a research and writing rubric that they use in all grade levels.</p>  |                       | <p>will be measured. The course skills and content standards will demonstrate a path to the capstone course.</p>   |
| <p>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.</p>  | <p>No Baseline - New Metric</p> | <p>As of 6-11-22 all courses have in-house or approved course level assessments.</p> | <p>As of January 2023, every teacher has developed a pre-post assessment tool. We will be working towards data collection in the summer of 2023</p>  |                       | <p>By June 2024, each course will use an in-house or approved external assessment tool that will be used to measure student growth. By June 2024, we will have had 3 years of course data and the start of a longitudinal study. By June 2024, 85% of students will demonstrate growth in each of their courses.</p>   |
| <p>Culturally Responsive Teaching Pedagogy Professional Development UPA will continue to partner with Silicon Valley/Santa Cruz New Teacher Project to provide culturally responsive teaching pedagogy. The focus of professional development is to help identify, develop, and 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</p> | <p>No Baseline - New Metric</p> | <p>As of 5-10-22, UPA has not started this project yet.</p>                          | <p>UPA continues to partner with the Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP) to train high-quality mentors who work with first- and second-year teachers in developing as anti-racist educators. This year UPA has two in-house teacher mentors and seven teachers participating in Induction through SC/SVNTP. There are also three Learning Walks available for teachers to participate in throughout the 2022-2023 school year. While the anchor text for professional development is Culturally</p> |                       | <p>By June 2024, staff will have participated in 4 years of professional development. Stakeholder surveys will demonstrate that UPA provides a rigorous curriculum and is able to help students achieve the learning targets based on recognizing and building off of each 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</p> |

| Metric  | Baseline                 | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|---|--------------------------|--|---|-----------------------|--|
| performance on course assessments.  |                          |  | Responsive Teaching and the Brain by Zaretta Hammond, the math department participated in an additional book study with Choosing to See: A Framework for Equity in the Math Classroom by Pamela Seda and Kyndall Brown. |                       | 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.   | This project is still in development  |                       | By June 2024, UPA will host two teachers teaching teacher workshops per year in which members of each department will share professional development they have attended in the past two years and tested in their classroom. |
| Grade level assessments for grades 7-10 The math department will continue to use the NWEA assessment as 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.  | No Baseline - New Metric | As of 6-11-22 NWEA assessments have been used for math 7, 8, and Integrated Math 1. Data is still be analyzed.   | As of December 2022, the average pass rate for all unduplicated students is 78%. NWEA data has not been calculated as of this writing   |                       | 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  | 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 | "8th grade math - 50% pass rate<br>7th grade math - 100% pass rate (RIT average 219.4 - will compare at end of year)"   |                       | By June 2024, 100% of students participating in the support course will earn a C or higher in their core course and demonstrate growth on the course level assessment.   |

| Metric   | Baseline                 | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|--------------------------|--|---|-----------------------|--|
| Grades in the core course, NWEA growth results.  |                          |  |   |                       |  |
| High School Support Courses UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development. End of marking period: GPA and Grades in the core course, NWEA growth results.   | 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 | "High school English support had a 85% pass rate<br>IM1 support - 100% pass rate (RIT average 219.1 - will compare at end of school year) " |                       | 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. |
| 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.   | Repeated Action Item  |                       | Repeated Action Item   |
| 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 | Repeated Action Item  |                       | Repeated Action Item   |
| High School Support Courses UPA will provide a support course that will accompany core courses. It is designed to support students through core academic skill development. End of marking period: GPA and Grades in the core course, NWEA growth results.   | 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 | Repeated Action Item  |                       | Repeated Action Item   |

**Actions & Measuring and Reporting Results**

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| 4.1                | <p><b>Support CAASPP success through the development, implementation and monitoring of course level growth assessments.</b><br/>                     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.</p> | No           |                      |                       |  | \$11,200.00          |                       |
| 4.2                | <p><b>Improve student success in Math CAASPP results through structured support and vertical assessments in math.</b><br/>                     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.</p>  | Yes          |                      |                       |  | \$25,882.00          |                       |
| 4.3                | <p><b>Improve student success in English CAASPP results through structured support and vertical assessments in English.</b></p>   | Yes          |                      |                       |  | 0.00                 |                       |

| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
|                    | <p>Action #3 stresses the importance of english 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.</p> |              |                         |                       |  |                         |                          |

## Goal 5

### Goal Description

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

### Expected Annual Measurable Objectives

| Metric   | Baseline                     | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24   |
|--|------------------------------|---|---|-----------------------|---|
| <p>AP Bootcamp is targeted at students who qualify as unduplicated and will be attending their first AP course at UPA. Students will participate in a 3-week course that will give them the tools and skills necessary to succeed in the AP course as well as time to complete the summer work for the AP course with tutoring assistance. Participating students' success rates during the year in the AP course and the retention rate (students taking a 3rd AP course in addition to the 2 required for graduation) of said students in the next year.</p> | No baseline data - new goal. | As of 5-10-22, UPA has not started this project yet.  | AP Bootcamp is still in development and will be launched in the summer of 2023  |                       | 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.   |
| <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</p>  | No baseline data - new goal. | 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>"This was held in conjunction with our elective fair as many of our students take AP courses to meet elective requirements and our teachers teach both subjects.</p> <p>All students were able to walk away with a brochure or a handout to that had more information about each class and basic</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. |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|---|--|---|-----------------------|--|
| Student participation rates in the AP course fair and subsequent sign ups.   |   |  | expectations. All rising high school students participated, but the sign ups are not in yet. "  |                       |  |
| AP Course Expansion<br>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.   | There was an addition of AP Physics this school year. Multimedia and Pre Calculus AP course were discussed in departments, but the team made a decision to not pursue adding more AP courses at this time. We will revisit next year.   |                       | 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<br>Counselors will poll students on potential areas for enrichment that will allow students to broaden their experience. Summer enrichment courses could be electives that are not normally offered during the school year. Student Participation Rates.   | No baseline data - new goal.  | As of 5-10-22, UPA has not started this project yet.   | Currently we offer summer school courses for remediation and support. 7th graders only have the opportunity to take Summer Bridge.  |                       | By June 2024, UPA will offer enrichment courses in Art, World Language, Math, Science and Engineering. 125 students will participate in the courses                                |
| Winter Quarter Edgenuity Courses<br>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   | 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. | 39 students were enrolled in an Edgenuity course during semester 2 of the 2022-2023 school year. After the first six weeks of the semester, 24 students passed courses they failed during semester 1 and are now on track to continue onto the next level in their course sequence. |                       | 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. |



| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Mid-Year Outcome Data | Desired Outcome for 2023-24  |
|--|---|---|--|-----------------------|--|
| 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.<br>Student Participation Rates.   |   |   |  |                       |  |
| Elective Course Awareness<br>Counselors will work with Departments to create an elective fair in which teachers can demonstrate the learning opportunities that each department offers in an attempt to broaden the student's academic horizons.<br>Student participation rates in the fair and subsequent sign ups. | 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.                      | "Elective fair held on 2/25 courses had tables, and all 8th-11th grade seminar student participated. "   |                       | By June 2024, UPA will hold an electives fair (in person or digitally) and 97% of 7th - 11th grade students will participate.                |
| Expansion of Electives in each Department<br>UPA Administration and Department Chairs will work to identify areas of potential course expansion within each department.<br>Current potential expansion areas are in English, Computer Science, and Math.<br>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.  | Department chairs are still working with departments to determine potential growth areas in their courses. In 2022 an 8th grade leadership course was started and in the spring of 2023 Honors Band was added. |                       | 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.<br>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 | 37 students enrolled and completed community college courses this year. A total of 49 courses were complete by those 37. The most a | Students work with counselors, often during their 1:1 meetings, to identify potential courses and map out graduation. Upon enrollment, counselors must sign off  |                       | 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   | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|----------------------------|--|--|-----------------------|-----------------------------|
| complete the application process.<br>Student Participation Rates. | community college courses. | single student took was 5 courses, but by and large the average student only took 1. | on the course for the student to participate. This school year, a total of 70 high school students took a total of 81 courses. |                       |                             |

**Actions & Measuring and Reporting Results**

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| 5.1                | <b>Increase awareness of and access to rigorous coursework.</b><br>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. | Yes          |                      |                       |  | \$17,000.00          |                       |