



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7th Grade Bridge: Student success rates collected during marking periods and semester grades for the 7th grade year	Due to Covid only 25 students participated in the 7th Grade Bridge. No Data to report	As of 5-10-22 No Data Yet	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 bridge program earned an A in English and 68% earned an A in math.	22% (28 students) of 7th grade students attended the summer bridge program. 100% of the students earned passing grades in math and English at the end of the first semester of the 23-24 school year.	70% participation rate. Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course.
8th Grade Fundamentals:	Due to Covid, this program did not take place in the 2020-	As of 5-10-22 No Data Yet	Students are enrolled in the Summer Fundamentals Course	Due to the high success rate of the 8th grade students in	85% participation rate of eligible students participating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student success rates collected during marking periods and semester grades for the 8th grade year. As well as promotion rates to high school.	2021 school year. No Data to report		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.	the 22-23 school year - all students promoted successfully to 9th grade. The summer fundamentals course was not required.	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	This goal is being rolled out in February 2024.	This goal will be closed and reevaluated for the 24-25 school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 data more effectively next year.	37 out of 41 teachers (90%) have at least one log in and attempt to use illuminate in the 23-24 school year. Math 7, 8, and Integrated Math 1 along with English 7,8,9 and 10 have been using NWEA testing for assessment.	All core courses will have at least 2 years of data collected. 85% of all students in core courses will demonstrate growth between the pre-assessment and the post-assessment. 75% will demonstrate growth between the pre-assessment and the mid-assessment.
Data System Analysis: Participation rates of staff utilizing the data system	No baseline data - new goal.	As of 5-10-22 No Data Yet	Planned to begin the summer of 2023	37 out of 41 teachers (90%) have at least one log in and attempt to use illuminate in the 23-24 school year.	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.	27% of all students currently participate in the food brunch and lunch program. This represents students who eat daily.	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	65% of current students who qualify	70% of current students who are	97% of high school students at UPA are	175 students participated in	85% of students who qualify for grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based on number of students on track and off track for graduation.	for grade recovery participate and 85% of those students are successfully catching up on at least 1 course	eligible for grade recovery participated and 90% of those have successfully completed at least 1 course as of 6-11-22	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.	LearnIT, 140 students are receiving 1:1 peer tutoring, 182 students completed summer school, and 53 students have completed at least one course of Edgenuity. 100% of the students who participated in summer school and Edgenuity have successfully passed at least one course.	recovery will participate in the program and 95% of those that participate will demonstrate grade recovery.
Monthly Grade Level Meetings: Student success rates collected during marking periods and semester grades. Student success on core course assessments will also be evaluated.	No baseline data - new goal.	As of Semester 1, 2021 82% of all students were passing all courses. 100% of all students failing 3 or more courses have been met with and 85% of all students have met with a counselor.	Teachers and administrators meet in grade-alike teams once a month to address real-time needs of each cohort. They aim to align team 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	During the 23-24 school year, there have been 4 grade level meetings. The pass rate for semester 1 of 2023-2024 is 83% and 100% of all students have met with their academic counselor at least once.	85% of students will be passing all core courses. 100% of students with a 69% or below will be met with at the end of each marking period by their academic counselor and will develop a plan for success.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			preparation and MTSS check ins.		
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%	During the 23-24 school year, there have been 4 grade level meetings. The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts	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.	UPA held 3 Parent University sessions. The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts	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	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Topics covered from 2021-2023 include:</p> <ul style="list-style-type: none"> “Building Your Child’s Confidence” “Your Child’s Anxiety and Depression” “The Warning Signs of Device Addiction” “Establishing Healthy Boundaries” “Bullying - Stop the Cycle” “De-escalating Cycles of Conflict” “Social Media: Protecting Our Children” “Building Your Child’s Confidence: Identity Formation” ”Emotional Regulation Part 1: Recognizing What’s Wrong” “Emotional Regulation Part 2: Interrupting Negative Emotions” Helping Your Child Succeed – Parenting Styles Matter” 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 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			University session is approximately 50 people, while the average live attendance rate is 20 per monthly session.		
Professional Development: Student success rates collected during marking periods and semester grades. Student success on core course assessments will also be evaluated.	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	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 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:	UPA has held 26 hours of professional development in the 23-24 school year. The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts	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	Year 3 Outcome	Desired Outcome for 2023–24
			<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>		
SST/ILP Services: End of marking	No baseline data - new goal.	We have held 5 SSTs this school year. One	84% of all students are passing all	The pass rate for semester 1 of 2023-	Students participating will demonstrate

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<p>period: GPA, Grades, Attendance, Discipline</p>		<p>of them resulted in a Special Education Referral.</p>	<p>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</p>	<p>2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts</p> <p>The Director of Alumni Outreach and Student Support is currently supporting 44 juniors and seniors. Currently 96% of these students are on track to graduate with credits and 83% passed all classes at the first semester mark</p>	<p>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	Year 3 Outcome	Desired Outcome for 2023–24														
			<p>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> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percent of Events</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>19%</td> </tr> <tr> <td>8</td> <td>17%</td> </tr> <tr> <td>9</td> <td>16%</td> </tr> <tr> <td>10</td> <td>19%</td> </tr> <tr> <td>11</td> <td>25%</td> </tr> <tr> <td>12</td> <td>4%</td> </tr> </tbody> </table>	Grade	Percent of Events	7	19%	8	17%	9	16%	10	19%	11	25%	12	4%		
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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: 9th Grade - 3.26 10th Grade - 3.19 11th Grade - 3.30 12th Grade - 3.34 Attendance for S1: 97.34%	The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts.	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.														

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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	Grow and RESH 180 were discontinued at the start of the 2023-2024 school year	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)	300 minutes 3 calls and 2 languages (Vietnamese and Spanish). The translation services were used for IEP students and sharing their grade data is not possible. The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts	Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.
Tutoring Office Hours, Learn IT: Student use rates and student success rates	No baseline data - new goal.	456 tutor sessions have been held by April. Many of the students overlap, but	Still Tabulating Results	175 students participated in Learn It 140 students received 1:1 tutoring	Students participating will demonstrate semester grades resulting in 90%

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collected during marking periods and semester grades.		we have not been tracking individual students. We have had a total of 58 individual requests and referrals.		Still calculating per student success rates. Overall success rates are: The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts	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	All 28 students, including the EL student, have been assigned individual learning plans. These ILPs are formulated based on the summative ELPAC assessment and the evaluation by the English Language (EL) coordinator. The ILPs for the students are presented to the staff during an inservice day. This is an effort to involve and inform the teaching staff about the specific needs and plans for each English language learner.	Students participating will demonstrate semester grades resulting in 90% passing all courses, and 10% with a D or F in only 1 course. Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>64% of EL students are passing all classes 11% of EL students were failing 1 course 24% of EL students were failing 3 or more courses</p> <p>86% of all EL students were passing their core English Class</p>	
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.	The EL Coordinator providing 2.5 hours of professional development to the staff. The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts	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	EL students have been invited to and participated in LearnIT tutoring. Cross referencing student success is still being calculated	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	Year 3 Outcome	Desired Outcome for 2023–24
				<p>64% of EL students are passing all classes 11% of EL students were failing 1 course 24% of EL students were failing 3 or more courses</p> <p>86% of all EL students were passing their core English Class</p>	<p>Participating students will have attendance rates on par with their peers as well as similar rates of disciplinary action.</p>
<p>PLP and 4 Year Planning for identified groups: Review of PLP and 4 Year plans in Naviance</p>	<p>No baseline data - new goal.</p>	<p>As of 5-10-22, planned implementation is in year 2</p>	<p>"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. New for this year: trying to meet with every single Freshman in addition going over their four year plan, go over seminar questionnaire</p>	<p>100% of students have been met with at least once by their counselor. 100% of seniors have participated in Naviance, received letters of recommendation, completed at least 1 college application.</p> <p>The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts</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	Year 3 Outcome	Desired Outcome for 2023–24
			and organize time to pull students out for 10 minute sessions to discuss 4 year plans."		
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	PowerSchool Special Programs has been discontinued in the fall of 2022	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	This goal will be closed and reevaluated for the 24-25 school year	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	Colleges come to the campus, providing students with opportunities for direct interaction and information. College Visit List (11 Universities) Academic counselors hold individual meetings with their group of students twice a year and send out credit inventory and graduation progress letters to high school students. In seminar, there are two workshops per year for all grade levels, and	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.

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				<p>approximately five FAFSA workshops for seniors. Each grade level has a workshop for families in the fall and spring.</p> <p>The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts</p>	
Expand Spanish AP Courses and add Spanish for Spanish Speakers: Creation of pathway and participation rates	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2	We currently have an AP Spanish Literature class that alternates with AP Spanish Language every other year. This year we were able to implement the Spanish for Heritage Speakers class. Currently we have 15 students in the class.	<p>We have not seen an increase in AP Spanish Courses and Spanish for Spanish Speakers was not sustainable due to low enrollment</p> <p>The pass rate for semester 1 of 2023-2024 is 83%. The average GPA for semester 1 is 3.38. Attendance is 97.2% and the discipline rate is 2.8% based on single student counts</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.

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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: 47% are passing all classes 18% are failing one class 29% are failing two classes 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</p>	<p>We have about 30 kids in Lunch Bunch per day. Per year we probably serve about 100 kids unduplicated in Learning Lab per year and about 25 students per day.</p> <p>33% of IEP Students are passing all courses, 24% are failing only 1 course, 14% are failing 2 courses, and 29% are failing 3 or more classes. The attendance rate for IEP students is 96.5% and discipline average for IEP students was 9% UPA has 20 Students with an IEP.</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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			committed by three students.		
IEP Specific PD: PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2	<p>On August 23, 2022 staff received information about transitioning programming from a pull out model to 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: 47% are passing all classes 18% are failing one class 29% are failing two classes</p>	<p>Our IEP/504 Coordinator has provided 2 hours of professional development for the staff.</p> <p>33% of IEP Students are passing all courses, 24% are failing only 1 course, 14% are failing 2 courses, and 29% are failing 3 or more classes. The attendance rate for IEP students is 96.5% and discipline average for IEP students was 9% UPA has 20 Students with an IEP.</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.

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			<p>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>		
<p>504 Case Manager: End of marking period: GPA, Grades, Attendance, Discipline, and outreach logs.</p>	<p>No baseline data - new goal.</p>	<p>As of 5-10-22, planned implementation is in year 2</p>	<p>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 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</p>	<p>Of the 28 students who have 504s: 68% are passing all classes 16% are Failing 1 class 16% are failing 2 or more classes</p> <p>3 of the 28 students had discipline actions resulting in 7% of the 504 students being involved in behavior incidents.</p> <p>504 student attendance is currently 97.2%</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	Year 3 Outcome	Desired Outcome for 2023–24
			<p>the student's 504 plan.</p> <p>Of the 28 student who have 504s:</p> <p>49% are passing all classes 22% are failing one class 8% are failing two classes 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>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	<p>Currently, some students with 504s 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>Please see discipline data captured above.</p>	<p>There has not been any specific 504 training for staff.</p> <p>Of the 28 students who have 504s: 68% are passing all classes 16% are Failing 1 class 16% are failing 2 or more classes</p> <p>3 of the 28 students had discipline actions resulting in 7% of the 504 students being involved in behavior incidents.</p> <p>504 student attendance is currently 97.2%</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.
504 Specific PD: PD curriculum, teacher surveys, and end of marking period: GPA, Grades, Attendance, Discipline.	No baseline data - new goal.	As of 5-10-22, planned implementation is in year 2	<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>504 students have been invited to and participated in LearnIT tutoring. Cross referencing student success is still being calculated</p> <p>Of the 28 students who have 504s: 68% are passing all classes</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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			49% are passing all classes 22% are failing one class 8% are failing two classes 22% are failing three or more classes. Please see discipline data captured above.	16% are Failing 1 class 16% are failing 2 or more classes 3 of the 28 students had discipline actions resulting in 7% of the 504 students being involved in behavior incidents. 504 student attendance is currently 97.2%	

Goal Analysis

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

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

Goal 1 is designed to provide targeted support, intervention, and advancement for UPA’s unduplicated students. Struggling students will excel if given the right supports at the right time and once they are thriving we can motivate them to take advanced courses. The purpose of this goal is to provide staff with the training to provide targeted intervention and support, then provide external supports, and finally to connect students with their academic counselors to help our unduplicated students see a path to and through college. The general outcome metrics for many of the action items is to get to a point in which 85% of the students are passing all classes, maintain a 97% attendance rate, and we would see discipline incidents be no higher than 2% of the student body. At the midpoint of the 2023-2024 school year 11% of the action items are ahead of schedule, 48% are on track to be completed at the end of the school year, 30% are behind schedule, 11% had to be removed.

UPA has had great success with our 7th grade summer bridge, 100% of the students who attended passed all classes at the semester mark. Our 8th grade essentials course was not needed because our 8th graders passed all core courses at the end of the previous year. Our college and career counseling goals were a great success with 11 universities visiting the school, 100% of seniors completed a college or university application, and each counselor was able to provide an individualized letter of recommendation for the 60% of the senior class that needed them for college admission. With 83% of our students passing all courses, an attendance rate of 97.2% and a low discipline count of

2.8% our goals focused on individualized support, food services, MTSS implementation and course level assessment we are making great progress.

Our work with English Language Learners, IEP and 504 students has been a challenge. Our EL and 504 students have a passing all courses rate of 68%, well below the school average. Our IEP students struggled even more with a 33% success rate. As we look to the next semester, our IEP/504 Coordinator and EL Coordinators will be providing more professional development for the staff and they will more closely monitoring these students and providing early intervention since we are aware of who the struggling students are.

Finally, we were not able to launch our AP Bootcamp and are looking towards June of 2024. We are not continuing with some behavior based support classes, a data analysis tool, and we were not able to launch intensive Parent/Teacher conferences for our SED, IEP, EL and 504 students due to time limitations.

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

There are no material differences between the budgeted expenditures and estimated actual expenditures to report.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

With 59% of our action items on target for completion or ahead of completion we are off to a great start. One notable point of effectiveness has been our Grade Recovery and our Tutoring/Office Hours programs. Both programs are focused on 1:1 peer to peer or adult to student support. 100% of the students who participated in summer school are passing all of their courses this semester. The Director of Alumni Outreach and Student Support is currently supporting 44 juniors and seniors. Currently 96% of these students are on track to graduate with credits and 83% passed all classes at the first semester mark. We have logged over 175 students in our after school LearnIT program and and 140 students received 1:1 peer tutoring. We believe that these programs and their individualized support systems are worth expanding.

A key are of challenge for us is with our IEP, 504, and EL students. All three critical student groups are trailing their peers by at least 20% in passing all classes. The current action items for all three groups focuses on teacher professional development, outside of class tutoring, and regular interaction and support through their case manager or coordinator. As we look back over the past semester we see that there are weaknesses in the plan's implementation. Starting with professional development, we did not spend enough time going through the specific needs of our students and how to develop a lesson plan that supports all students but is focused on supporting at-risk students. The outside of the class tutoring has not been as effective as it currently requires more coordination and communication than earlier thought. As we look forward to the new semester, we are finding new ways to provide professional development, in smaller cohorts, and working on communication pathways for staff to identify what students need tutoring support and when.

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

The key area of change for UPA in the 2024-2025 school year will be to address the lagging results for IEP, 504, and EL students. We have identified a key area of action that would be extremely helpful for UPA teachers: Universal Design for Learning or UDL. According to the National Association of Elementary Principals, UDL can be best described as "The UDL framework provides a flexible, responsive curriculum that reduces or eliminates barriers to learning. Using a UDL approach, SLPs and other educators offer curriculum options that present information and content in varied ways, differentiate the manner in which learners can express what they know, and engage students in meaningful, authentic learning." and goes on to speak to how UDL can impact students with disabilities "For example, a student with an IEP might require the use of voice-to-text technologies to complete assignments, but within UDL's principle of multiple means of representation, the same option can be provided to all students. Or, a student might have the option to dictate responses through an IEP accommodation, and the teacher might allow all students to use the same format by creating a video answer, perhaps providing some students with added motivation."

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Support current clubs and continue to foster the development of new clubs Success will be measured by the number of school clubs and the percentage of	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	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	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	UPA will host 25 clubs with an active membership of over 500 students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students participating in school clubs.		but still identify with the club	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.	showcase and recruitment event for clubs, and Mid-Year Club Rush Day is held in early February	
Maintain and expand current athletics programs Success will be measured by the number of students participating in the established sports programs and the student athletes' marking period GPAs	No current baseline data - athletics was paused during the 2020-2021 school year. Starting in Fall of 2021, we are hoping to open up 13 high school teams (varsity and JV) as well as 4 middle school teams. Total participation would be 240 students maximum.	We have 16 total programs and around 150-160 athletes. Futsal was added late in the spring of 2022 and registered 40 additional athletes for a total 200 athletes.	We have 16 athletic programs and approximately 150 student athletes. Sports offered at UPA include basketball, volleyball, track and cross country.	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 Success will be measured by the number of students	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,	While we have not had our showcase yet, we do know that we have 475 students participating in Visual and Performing arts or	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	Year 3 Outcome	Desired Outcome for 2023–24
participating in the demonstrations, competitions, and installations.			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 400 students are enrolled in a visual arts-based class.	73% of the student body.	
Drama and Music Performances 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.	No current baseline data - performing arts were paused during the 2020-2021 school year.	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.	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.	The showcase has not occurred yet. In addition to the 475 students taking visual and performing arts classes, we have 20 students participating in Improve and 30 student participating in the Drama club that is putting on 2 shows this year.	By June 2024, 25% of the student body will participate in at least one performing arts event occurring after school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Competitive Clubs Success will be measured by the number of students participating in the clubs, competitions, and events.	No Baseline - New Metric	As of 5-10-22, planned implementation is in year 2	There are two competitive clubs at UPA: Speech & 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 tournament. Members won a few of their matches at the two meets.	There are two competitive clubs at UPA: Speech & Debate Club and Robotics Club.	By June 2024, at least 3 competitive clubs will be established and actively participating in regional competitions.
WINK Measured by student participation and the	No current baseline data - WINK activities were paused during	No Data as of 5-10-22	Of the 45 WEB and Link Crew leaders this year, 11 are seniors,	UPA had 80% of the 7th graders participate in summer WEB and	By June 2024, 100% of 7th graders will have participated in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	the 2020-2021 school year.		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.	events that occurred during the first semester. Sadly, UPA was not able to staff a Link Crew for 9th graders - so we had 0% participation this year.	the WEB (where everyone belongs) summer orientation and schoolyear activities. 90% of 9th graders will participate in the LINK summer orientation an schoolyear activities. WEB and LINK will have hosted at least one event per marking period.
ASB Schoolwide Activities and Rallies Measured by student participation and the number of students participating in grade level leadership activities and student activities	No current baseline data - student activities were paused during the 2020-2021 school year.	2021-2022 Events: 1 Week of Welcome 1 Club Week 3 Spirit Weeks (Homecoming, December and March) Three dances (Homecoming, Prom and 8th grade dance) 1 Open Mic Week 1 Multicultural Week 2 Sessions of lunchtime intramurals (basketball and volleyball) Approx. 12 smaller, one-off activities/events	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	As of this year, UPA ASB has held 5 first Friday events, 1 movie night, 2 dances, 1 rally, 1 harvest festival, and 3 spirit weeks. Our average attendance for lunchtime activities is approximately 65%. We have held grade level events for 4 of the 6 classes.	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	Year 3 Outcome	Desired Outcome for 2023–24
		<p>during lunch time or Seminar Approx. 8 bigger, one-off activities/events during lunch time or Seminar</p> <p>Over 65% of the student body participated in the activities</p>	<p>sports intramurals held at lunch time.</p>		
<p>Schoolwide Celebrations Measured by student participation.</p>	<p>No current baseline data - schoolwide celebrations were paused during the 2020-2021 school year.</p>	<p>No Data as of 5-10-22</p>	<p>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.</p>	<p>This report is coming out before the first semester awards. We did have a celebration for the Marking Period 2 honor roll students.</p>	<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	We have not been able to launch this goal, but middle school leadership students are working with the high school students.	By June 2024, the UPA middle school leadership class will host 1 middle school rally and will lead the 7th and 8th grade class events for ASB.
Safety Plan Success will be measured by the development and sign off of the safety plan by all committee members and acceptance of the plan by the UPA School Board.	No Baseline - New Metric	As of 5-10-22, planned implementation is in year 2	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.	As of this writing, UPA has held 1 Safety Meeting for the year.	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Emergency Training and Drills Success will be measured by the number of safety drills and logs identifying strengths and areas for improvement.	No current baseline data - emergency drills were paused during the 2020-2021 school year.	UPA held 9 schoolwide emergency drills in the 2021-2022 school year with 0 created by or led by students	Currently UPA is hosting 11 Schoolwide safety drills. All of the drills have been created and managed by UPA staff.	As of this writing, UPA has held 2 Fire Drills, 2 Earthquake Drills, and 1 Code Blue drill for a total of 5 drills.	By June 2024, UPA will host 12 schoolwide emergency drills throughout the school year. 2 of the events will be student created and led, facilitated by administration.
School Nurse Success will be measured by the hiring of a part time school nurse, and with community surveys for parents and students that measure customer service, use of resources, and impact on campus.	No Baseline - New Metric	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	UPA is unable to continue with this goal due to budget constraints
GROW Measured by student participation in Grow, and the number of students participating in grade level leadership activities and student activities. Group activities in the classroom are focused on developing collaboration and leadership skills.	20 students participated in the GROW Program. No baseline data based on new metrics.	As of 5-10-22, UPA has closed this program	GROW has been discontinued as of the 2023-2024 school year	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>RESH 180 Measured by student participation in RESH, and the number of students participating in grade level leadership activities and student activities. Group activities in the classroom are focused on developing collaboration and leadership skills.</p>	<p>15 students participated in the RESH 180 program. No baseline data based on new metrics.</p>	<p>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</p>	<p>RESH has been discontinued as of the 2023-2024 school year</p>	<p>RESH has been discontinued as of the 2023-2024 school year</p>	<p>RESH has been discontinued as of the 2023-2024 school year</p>
<p>Mental Health Services Participation rates</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>UPA has held 539 sessions, seen 207 students, of which 34 were 504 or IEP students. The key areas of concern for our students is (in order): Family challenges, General Anxiety, Depression, Peer relationships, and Academic stress.</p>	<p>By June 2024, student use rates in the high need area will decrease by 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Eduguide Participation rates and student/staff feedback	No Baseline - New Metric	As of 5-10-22, UPA has closed this program	EduGuide has been discontinued as of the 2023-2024 school year	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.	19 staff newsletters were published in the first semester with an average 88% read rate.	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 allows for the newsletter to be translated to home language by the reader.	19 community newsletters were published with an average delivery rate of 94% (to email) and a read rate of 75%	By June 2024, A weekly newsletter will be published in English and Spanish
Student Newsletter Calendar of published newsletters starting in August 2021	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet, but regular updates and a calendar are found on Schoology	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.	We have hired a student intern to start the newsletter the first week of February 2024	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	This project has stalled during the 2023-2024 school year	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Instagram with 630 followers.			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	UPA has held 4 Coffee Talks in the first semester, making 6% of the families have attended.	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	The Executive Director has held 4 lunch meetings in the 2023-2024 school year.	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.	Panorama surveys have been collected from students and staff for two years. Parent, student, staff, and alumni surveys will be sent out before June 2024.	By June 2024, UPA will have an established set of stakeholder surveys and have 3 years of data to evaluate progress from.

Goal Analysis

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

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

Goal 2 is focused on providing 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. This wide ranging goal starts with welcoming new students, moves on to supporting students with clubs and activities, providing for their mental health and finishes with ensuring that every student can properly respond to a school emergency. The desired outcomes are just as varied as the action items. At the midpoint of the 2023-2024 school year 18% of the action items are ahead of schedule, 50% are on track to be completed at the end of the school year, 18% are behind schedule, 14% had to be removed.

Our standout successes have been in our communication with staff and parents. 88% of our staff are opening and reading the weekly newsletter and 75% our parents are reading theirs. This consistency allows for the school to continue building trust and transparency for the community. Our mental health approach has impacted the entire campus through their outreach efforts. In fact, just over 40% of the students have had a meeting or a session with our therapists.

Our on track successes have been in our visual and performing arts. While we have not had a lot of events yet, we do have over 400 students taking visual and performing arts courses and we are poised to have more than 25% of our students participate in an after school performance or showcase. Our coffee talks are another highlight and have been maxed out during every meeting. The parents have a direct link to the school administration and can positively impact the school.

We have struggled building a consistent social media presence and our inroads into building more competitive clubs has been a struggle. The master schedule has not given us the opportunity to create a middle school leadership class, but we remain hopeful.

The RESH 180 and GROW programs have been cut due to the changing needs of our students from behavior management to mental health. We continue to be constrained financially to have a school nurse.

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

There are no material differences between the budgeted expenditures and estimated actual expenditures to report.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Student, staff and parent surveys have called for an increased mental health support presence on campus to take on academic stress. Over the past 2 1/2 years, UPA has leaned in strongly into providing mental health counselors, increasing awareness and simplifying the referral system. Since prioritizing the Mental Health Services action item, we have seen over a 400% increase in students being seen and a 150% increase in the number of mental health counselors on campus. Our latest data tracking of students requesting mental health services now show that academic stress has moved from the primary concern to the 5th most common concern: behind depression, general anxiety, family issues, and peer relationships. The work of therapist Makenna Welch has been the lynchpin in providing staff training, student outreach, and family awareness. These efforts, along with peer to peer recommendations are making the biggest difference for our students.

One of our ineffective action items has been our WINK program. WINK is our umbrella term for Link Crew and WEB (Wear Everyone Belongs). WEB, our middle school orientation and yearlong peer support program has continued to be highly successful in helping incoming 7th graders feel a part of the school. Link Crew, our high school peer support program was closed due to staffing constraints. Our student lunch panels, academic counseling meetings, and anecdotal input has indicated that students feel comfortable and welcomed in their classrooms, they do not feel as connected to the upperclassmen and the transition from middle to high school has been more business-like and less of a community experience.

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

Goal 2 has been one of our most successful goals for the LCAP. Mental Health Services, weekly communication, clubs, visual and performing arts, culture building activities and schoolwide celebration are now part of the DNA of the school and that will allow us to prioritize on improving on how our community (students, staff, and parents) feel about school fit, school climate, educating all students, school resources, student mindset and family engagement. Our annual Panorama survey show that we have to prioritize family engagement, build restorative practices, and improve our seminar (school wide lessons).

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implement Naviance, a 4-year planner, as our primary college admission tracker and scheduler Naviance provides students with self-assessment tools for discovering interests, strengths, and personality types. It guides students toward relevant career options, college choices, scholarship opportunities, and academic planning. Students visit multiple UC/CSU campuses during their high school years, and this program compiles all	No Baseline - New Metric	As of 6-11-24, 100% of students grades 9-12 have logged into Naviance at least once. 100% of all seniors applied for a college or university and uploaded their personal statement.	Younger grade levels used Naviance to do personality assessments, discover career options while older grade levels have been using Naviance for their 4 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.	100% of seniors have used Naviance, written a personal statement, and applied for a college or university. By March 1, 2024 our goal (and requirement) is to have 100% of seniors complete the FAFSA. Counselors have met with each students at least once in a 1:1 setting and at least once in a large group setting.	By June 2024, 100% of students will be active in Naviance and use rates will demonstrate that students use the counseling service at least three times per year in grades 9-10, 4-6 times during grade 11, and at least 9 log ins during the senior year - first semester. 100% of seniors will have applied to at least 1 college or university and uploaded their personal statement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>the data and application information for those schools in one place. Student use rates, college tracker data, and common application completions</p>					
<p>Regular college going counseling meetings with the community throughout the year. The UPA counseling team provides grade-level meetings with students and parents to review academic progress, the college going process, and what resources UPA students have for academic and college support. Community participation rates and calendar of events.</p>	<p>Currently counselors meet with the families in the fall semester and starting in 2022, there will be a second meeting to coincide with the release of the student credit inventories.</p>	<p>Counseling held six FAFSA / financial aid sessions, and Dot did at least four senior-focused workshops, three junior-focused workshops, plus two 10th and 9th grade workshops for students and parents apiece. The student talks were very well attended because they happened on campus and the counselors came to talk in their seminar classes. The financial aid sessions averaged 20 attendees. The parent attendance average was around 45.</p>	<p>"Fall and Spring counseling events. Dates on google doc/counseling calendar</p> <p>Generally we see between 35-50 families with larger numbers in 9 and 12</p> <p>Previous zoom meeting had around 65 families for 7th. "</p>	<p>Grades 7, 8, and 9 have held 1 large group student meeting and 1 parent meeting. 1 more parent meeting and 1 more large group meeting is planned. Grade 11 have had 1 parent meeting and 2 large group student meetings. 2 more large group student meetings are planned for juniors as well as 2 more parent meetings. Seniors have had 3 large group meetings and 3 parent meetings. There are 3 more parent meetings planned in January and February of 2024.</p>	<p>By June 2024, grades 7-8 will have three college going parent nights with one of the nights reviewing the transition from middle to high school. Grades 9-10 will have one college night per semester (either in person or digital). Grade 11 will have 3 college nights and one night in the summer. Seniors will have 4 college nights during the first semester of the 12th grade year and 2 in the spring. All meetings will be either digital or in person.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Implement college tours and field trips to help students see that their dreams of college success can be a reality</p> <p>UPA provides two critical college field trips per year. The first is a whole school college field trip in which each grade level visits a specific local college or university for a campus tour. By the time a student graduates UPA, they will have toured most of the local exemplary universities in the Bay Area. The second field trip is the Junior college trip that takes the entire Junior class to Southern California to visit the top schools in the LA area as well as UC Merced.</p> <p>Student surveys and calendar of events.</p>	<p>UPA provides two critical college field trips per year. The first is a whole school college field trip in which each grade level visits a specific local college or university for a campus tour. By the time a student graduates UPA, they will have toured most of the local exemplary universities in the Bay Area. The second field trip is the Junior college trip that takes the entire Junior class to Southern California to visit the top schools in the LA area as well as UC Merced.</p>	<p>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.</p> <p>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>UPA has fully returned to all college visits. College day in October for all grade levels and the Southern California college trip for Juniors.</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>No Baseline - New Metric</p>	<p>Eight colleges and universities visit with our students, mostly over zoom</p>	<p>We have not been able to do an onsite college day since the pandemic as it has</p>	<p>UPA has had 11 college visits, 3 of which are from local colleges/universities.</p>	<p>By June 2024, UPA will have small group presentations from all local</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Student participation rates.</p> <p>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>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>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>colleges/universities and at least three or 4 out of state or private universities.</p>
<p>Credit Inventories</p> <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</p>	<p>No Baseline - New Metric</p>	<p>As of 5-10-22, UPA has sent out credit inventories twice a year for our Senior class and once this year for all students grades 9-11.</p>	<p>Grade 10-12 received a copy of their transcript and 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>At the end of the 2023 school year the academic counseling department offered grad inventories to grades 9 and 10. The inventories are scheduled for June of 2024. Grade 11 received a spring grad inventory in 2023 and another is scheduled for the spring of 2024. The senior grad inventory was first sent in the fall of 2023 and the next one is scheduled for February of 2024.</p>	<p>By June 2024, students in grade 9 and 10 will receive a grad inventory letter during the spring semester. Grade 11 will receive a grad inventory in the fall and spring semester. Senior grad inventories will be sent home during the summer before the 12th grade year starts and before the start of the 5th marking period.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of the sixth marking period.					
<p>AVID</p> <p>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.</p> <p>Student participation rates, end of marking period: GPA and Grades, college admission rates.</p>	UPA currently has a 7/8 Avid course and a 9-12 Avid course.	95 students in 2 AVID 7/8 classes, 1 AVID 9 and 1 AVID 10 class.	Link to AVID data report for numbers	UPA has AVID has 90 students in 2 AVID 7/8 classes, 1 AVID 9/10 course. We have not been able to extend AVID into grades 11/12 due to scheduling challenges.	By June 2024, UPA will have AVID sections for grades 7/8, 9/10, and 11/12. With a total student population of 60 students.
<p>Seminar</p> <p>Seminar, formerly known as Advisory, is a once a week course designed to help students learn about the college and career culture, support their social and emotional</p>	As of April, 2021, UPA has Seminar courses in every grade level. The curriculum varies each year. Student surveys have not been conducted in a number of years so this is a new baseline.	As of 5-10-22, UPA has not started this project yet.	Seminar class is a teacher-directed course that focuses on furthering students' progress as individuals and as members of our UPA community. Lessons, differentiated by grade	94% of students are currently passing Seminar in the first semester of the 2023-2024 school year. We currently do not have a seminar survey question, but when asked about	By June 2024, students surveys will demonstrate the importance and value of Seminar and that the course material is meeting the needs of the students. 90% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
mental health, and to build stronger relationships with their peers and instructors. Student participation rates, Seminar grades, student survey on curriculum.			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.	school fit 83% stated that UPA is the right school for them.	all students will pass seminar
Credit Inventory Counseling Sessions Starting in the spring of 2022, counselors will meet with students in Seminar to review the credit inventories and help students to reflect on their challenges/successes and to map a path to college admission. Student participation rates, student survey on confidence about path to college.	No Baseline - New Metric	As of 5-10-22, all students have met with their academic counselor 1 time and 40% have met more than once.	All seniors and juniors	Grades 7, 8, 9 and 10 have had at least 1 meeting with their counselor in a 1:1 format and 1 large group meeting. 1 more large group meeting is planned for the spring of 2024. Grade 11 have had at least 1 meeting with their counselor in a 1:1 format and 2 large group student meetings with 2 more in the spring of 2024.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Seniors have had at least 2 meetings with their counselor in a 1:1 format and have had 3 large group meetings with 2 more planned in the spring of 2024.	had 3 meetings in the first semester.
Credit Recovery Opportunities Students who have not yet successfully completed an A-G approved course will be given an opportunity to make up that course in summer school. In many cases, students will work with the teacher to come up with a plan to make up a first semester grade during the 2nd semester. End of marking period: GPA and Grades.	During the 2020-2021 school year 42 students participated in the Winter Break and Spring Break make up sessions. Of the 42 students, 38 have successfully completed the make-up work.	During the 2021-2022 school year 40 students participated in the Winter Break and Spring Break make up sessions. Of the 40 students, 30 have successfully completed the make-up work.	66% of Math students in summer passed, 53% of English students passed.	UPA provides Edgenuity and Community College courses that can be taken during the winter breaks. Course currently on offer cover English, Math, Physical Education, Science and Social Science. Student success in the summer of 2023 has reduced the need for course remediation to 44 students.	By June 2024, UPA will offer winter credit recovery courses in English, Math, Physical Education, Science and Social Science. 50 Students will participate and compete their work.
Edgenuity Students who have not yet successfully completed an A-G course and can not make it up over the summer can take an online course through a digital platform –	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	Thanks to the efforts of the Director of Alumni Outreach and Student Support, 85% of Juniors are on track for graduation and 95% of seniors are on track.	By June 2024, all students deficient in credits will have made up at least 75% of their deficient credits the summer before the start of the next school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Edgenuity. End of marking period: GPA and Grades.			passed 143 Edgenuity courses.		
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.	In the summer of 2023 all rising seniors were offered online personal statement writing support. By October of 2023, 100% of seniors provided a personal statement to either their counselor or Seminar advisor.	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	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.	100% of all Seniors have completed and submitted at least 1 college application.	By June 2024, 100% of all Seniors will complete and submit at least 1 college application.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
different colleges or universities based on their qualifying GPA, SAT scores, and application essay. College application completions reported to Naviance.					
College Application Counseling Nights During the fall of the senior year, counselors hold several college application nights to educate families on the process of applying to university. Participation rates of families.	No Baseline - New Metric	As of 5-10-22, the counseling team have put on 4 college going nights, and 4 financial aide nights.	Data still being tabulated	UPA has hosted 3 parent and student workshops for college applications and 100% have attended at least one of the events.	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.	UPA will be hosting 5 FAFSA events and 1:1 support for families needing extra help.	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	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	This action item has been deleted.	This was never started. Counselors work with senior seminar team to disseminate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
use Naviance to identify and apply for potential scholarships. Student scholarship applications.			scholarship information.		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.	UPA had a student celebration for college acceptance held during the school day. An evening event is planned for the spring of 2024.	By June 2024, UPA will hold a schoolwide celebration in which families and students can celebrate their acceptance to college/university
Senior Project By the time a senior graduates from UPA, they will have written a successful college level paper, completed their university applications, developed an academic resume, submitted their FAFSA, applied for scholarships, reflected on a career interest survey, completed a	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	The current senior project requires students to complete a resume, college essay, and apply for a college or university. 100% have completed these tasks.	By June 2024, 100% of all seniors will have participated and presented their senior project.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.					

Goal Analysis

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

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

Goal 3 is focused on ensuring that students receive the counseling and academic support needed to make the dream of college a reality. UPA’s mission is to prepare students to enter and excel at the best colleges and Universities in the nation, our mission means that students must have enough academic counselors to make the process of planning their high school progress as well as their progress towards college and/or University acceptance. Currently, 41% of this goal has been fully completed and 35% are on track. 18% of the goals are off track and 6% were seen as unfeasible at this time.

Our most successful action items had to do with college and University awareness, exploration and application. In the 2023-2024 school year alone 11 colleges and universities came to UPA to speak to our senior students, 85% of our students attended the Southern California college and university tour in the spring of 2023, and 100% of our 7th – 11th grade students toured one local college in the fall of 2023. Our seniors were provided an online personal assistance account with “The Essay Guy” and 40% took advantage of it in the summer of 2023. In the fall of 2023, 100% of our seniors completed both a personal essay and a college or university application.

The college application process is a challenging process and so we created action items to help students succeed. 2 areas that are on track that we are quite proud of are our academic counseling meetings and our FAFSA support for students and families. Our academic counseling department were able to reach out to all grade levels and will be providing more support in the spring of 2024: Grades 7, 8, and 9 have held 1 large group student meeting and 1 parent meeting. 1 more parent meeting and 1 more large group meeting is planned. Grade 11 have had 1 parent meeting and 2 large group student meetings. 2 more large group student meetings are planned for juniors as well as 2 more parent meetings. Seniors have had 3 large group meetings and 3 parent meetings. There are 3 more parent meetings planned in January and February of 2024. In the 2022-2023 school year, we held 4 FAFSA parent meetings after school and providing free 1:1

assistance for families with our Business Operations Officer who also has extensive experience in the FAFSA process. Once again UPA will be hosting 5 FAFSA events and 1:1 support for families needing extra help.

One area in which we are off track on is the implementation of Naviance. Naviance has been the hallmark website for helping students, parents, and academic counselors track student progress, assist with the college search process and even provide university applications to be submitted through their portal to specific schools. While our seniors are using the portal in the fall of each school year, it has not been successful in the lower grades. Many of the key features of Naviance have been made more difficult and there are much more simple alternatives. We are exploring those options.

We are proud of the work of our academic counselors and the fortitude of our students to stay on track for college acceptance and beyond.

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

There are no material differences between the budgeted expenditures and estimated actual expenditures to report.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

One long-term goal of UPA has been to have students complete the personal statement (college essay), an application for college or university, and to complete the FAFSA. Three action items were identified as effective movers for reaching our goal. The 2023-2024 school year looks like we will have 100% completion of an application and 100% of students writing their personal statement. To make this goal happen, the academic counselors worked with the administration and the senior seminar teachers to make both the application and the essay a part of the course. UPA provided online support for all students through the "The Essay Guy", ongoing support by our senior English teachers and the academic counselors. The counselors also provided multiple evening and daytime meetings with students and families to help review the college application process and the seminar teachers took time to allow students to complete their applications. This goal has been impactful because so many departments in the school pitched in to assist.

One area in which we are off track on is the implementation of Naviance. Naviance has been the hallmark website for helping students, parents, and academic counselors track student progress, assist with the college search process and even provide university applications to be submitted through their portal to specific schools. While our seniors are using the portal in the fall of each school year, it has not been successful in the lower grades. Many of the key features of Naviance have been made more difficult and there are much more simple alternatives. We are exploring those options.

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

By the end of the 2023-2024 school year at least 86% of this goal will be completed, our college going efforts are part of the DNA of the school and we will have achieved our goal of 100% of seniors applying to a college or university. With that in mind, we will close this goal out in the 2024-2025 school year and the 2024-2026 LCAP. Instead we are focusing on English and Math development, helping more unduplicated students attend and succeed in our upper division and advanced courses, continue building a safe and caring school, and building more connected community.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Department Vertical Alignment</p> <p>Departments will work with their teachers to match the current common core standard requirements, course standards, and course skills to develop a curriculum that is aligned to support the academic growth of students from grade 7 through 12.</p> <p>Development and publication of vertical alignment content,</p>	No Baseline - New Metric	As of 5-10-22, UPA has not started this project yet.	<p>This was started and paused during the pandemic.</p> <p>Departments are working on standards and skills together, but this is not a focus for every single department. 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>We do not have specific agendas for department meetings discussing vertical alignment, but vertical alignment is addressed in PD, department chair meetings, and schoolwide assessments. August PD - Department-wide vertical alignment for grading categories and norms. September lead team and department meeting - Initial</p>	By June 2024, each department will have a document posted on the school website that describes the specific course skills, content standards, and how growth will be measured. The course skills and content standards will demonstrate a path to the capstone course.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
skills, and outcomes by department.				assessment for each department and course. September PD - Academic Vocabulary vertical alignment in departments. November lead team and department meeting - Course catalog update in departments and pre-requisite discussion. April lead team and department meetings - analyzing course-wide assessments and calibrating grading.	
<p>Course Level Assessments</p> <p>Departments will work with their teachers to develop or purchase course level assessments aligned with the vertical alignment that will assess student growth based on measuring students pre-course, mid-course and end-of-course.</p> <p>Implementation of course level assessments in each department.</p>	No Baseline - New Metric	As of 6-11-22 all courses have in-house or approved course level assessments.	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	37 out of 41 teachers (90%) have at least one log in and attempt to use illuminate in the 23-24 school year. Math 7, 8, and Integrated Math 1 along with English 7,8,9 and 10 have been using NWEA testing for assessment.	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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 performance on course assessments.</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 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</p>	<p>Professional development has shifted away from diving directly into Culturally Responsive Teaching and the Brain and has been trying to apply the knowledge learned from the experiences to vertical alignment and shared or common practices. 25 teachers participated in learning walks in the 2022-2023 school year and we expect the same participation in the spring of 2024.</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 achieve their learning targets.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Seda and Kyndall Brown.		
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	In the 2023-2024 school year we have had EL and IEP workshops and 1 session of teachers teaching teachers. There is one more set for the spring of 2024.	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	In the area of language usage, an average of 91% of all students scored average or above with 65% testing high. In the area of reading 90% of 7th and 8th graders scored at or above grade level with 87% scoring very high. In 9th and 10th grade students scored 85% at grade level or above and 81% scoring very high While only grades 7	By June 2024, 95% of all unduplicated students will perform at or above their grade level norm.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				and 8 were tested in math this year, the average for low and low average was 14%. 83% tested average or above for the same assessment with a high outcome of 52% very high.	
<p>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.</p>	<p>No Baseline - New Metric</p>	<p>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</p>	<p>"8th grade math - 50% pass rate 7th grade math - 100% pass rate (RIT average 219.4 - will compare at end of year)"</p>	<p>English Support Currently offer two sections of English Support: Middle School (7th/8th) and High School (9th-11th) This we have small classes with a total of 10 students due to student success last year and conflict with math support</p> <p>Grades 100% pass rate in English Support 75% Core English class pass rate for High School 33% Core English class pass rate for Middle School (however, the other 66% all have a 67-69%)</p>	<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Math Support Currently offer three sections of Math Support: 7th, 8th, and an IM1/IM2 combo class Total of 32 students (20 in MS and 12 in HS)</p> <p>Grades 100% pass rate in Math Support 94% Core Math class pass rate for Middle and High School</p>	
<p>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.</p>	<p>No Baseline - New Metric</p>	<p>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</p>	<p>"High school English support had a 85% pass rate IM1 support - 100% pass rate (RIT average 219.1 - will compare at end of school year) "</p>	<p>English Support Currently offer two sections of English Support: Middle School (7th/8th) and High School (9th-11th) This we have small classes with a total of 10 students due to student success last year and conflict with math support</p> <p>Grades 100% pass rate in English Support 75% Core English class pass rate for High School</p>	<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>33% Core English class pass rate for Middle School (however, the other 66% all have a 67-69%)</p> <p>Math Support Currently offer three sections of Math Support: 7th, 8th, and an IM1/IM2 combo class Total of 32 students (20 in MS and 12 in HS)</p> <p>Grades 100% pass rate in Math Support 94% Core Math class pass rate for Middle and High School</p>	
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	Repeated Action Item
Middle School Support Courses UPA	No Baseline - New Metric	As of 6-11-22 NWEA scores and student	Repeated Action Item	Repeated Action Item	Repeated Action Item

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.		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 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	Repeated Action Item

Goal Analysis

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

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

Goal 4 zeroes in on continuing student academic growth as demonstrated in the CAASPP through the development, implementation and monitoring of course level growth assessments. The purpose of this goal is to look more deeply into our systems of support for our struggling students and to provide a breadth of support for all students via our professional development. 57% of the action items are on track for completion by June of 2024, while 43% are off track.

There is a ying & yang set of results for our action items. The grade level assessments for grades 7-10 show that in language usage 91% of our students performed average or above and we had similar (90%) results in reading. Our math results were about 10% behind for grades 7 (81%) and 8 (83%). On the other side of this success is that our students in our support classes are not succeeding as well with only a 75% pass rate in the core English class. Another area of success is around our professional development. Our goal was to implement culturally responsive teaching into the staff training and then to implement the findings into action. We have accomplished this goal. However, our CAASPP results, our support class results, and the course pass rates between 9th grade and 10th grade show that we have a long ways to go in terms of developing vertical alignment of content and skills within each core department.

Overall, UPA results look strong and we are proud of the efforts of our students. We have more work to do in the area of being specific and pointed with our professional development and course to course alignment.

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

There are no material differences between the budgeted expenditures and estimated actual expenditures to report.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This goal is on track to complete 57% of the action items. The most effective of these items have been the NWEA course level assessments in English and mathematics. The tremendous results are a testament to the instruction of the teachers and the dedication of the students. Our professional development, be it culturally responsive pedagogy or teachers teaching teachers, staff are continuing to deepen their instruction. Our support courses are trailing behind our goal of 100% of support students passing their core classes, on average we have 75% pass rate.

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

Our CAASPP results, our support class results, and the course pass rates between 9th grade and 10th grade show that we have a long ways to go in terms of developing vertical alignment of content and skills within each core department. In the 2024-2025 school year and the 2024-2026 LCAP there is a prioritization of Math and English. Both goals will continue to have a focus on NWEA success, support course success, and we have added goals that specifically develop vertical alignment, reading and writing across all subjects, and UDL (Universal Design for Learning)

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Bootcamp is targeted at students who qualify as unduplicated and will be attending their first AP course at UPA. Students will participate in a 3-week course that will give them the tools and skills necessary to succeed in the AP course as well as time to complete the summer work for the AP course with tutoring assistance.	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	AP Bootcamp is still in development and will be launched in the summer of 2024	By June 2024, all subject areas will hold an in-person or virtual AP Bootcamp before the start of the 2024-2025 school year. At least 70% of the students will participate in the AP preparation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Participating students' success rates during the year in the AP course and the retention rate (students taking a 3rd AP course in addition to the 2 required for graduation) of said students in the next year.</p>					
<p>AP Course Awareness Counselors will work with AP Teachers to create an AP course fair in which teachers can demonstrate the learning opportunities and commitments required for the AP Course. Students would gain more insight about the various course offerings and learn more about what it takes to find academic success in an AP course Student participation rates in the AP course fair and subsequent sign ups.</p>	<p>No baseline data - new goal.</p>	<p>As of 5-10-22, 100% of students in the 9th, 10th, and 11th grade will participate in the AP Course Awareness - called course elective fair.</p>	<p>"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. All students were able to walk away with a brochure or a handout to that had more information about each class and basic expectations. All rising high school students participated, but the sign ups are not in yet. "</p>	<p>100% of 9-11th grade students have attended the Elective and AP fair. As of this writing, students with 3 or more APs are scheduled to have a meeting with their counselor to ensure that they are not overloading their schedules.</p>	<p>By June 2024, 100% of students in the 9th, 10th, and 11th grade will participate in the AP Course Awareness and will have participated in the AP Course Balance session intended to help students balance the work load of taking an AP course and the impact of taking multiple AP courses simultaneously.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>AP Course Expansion UPA Administration and Department Chairs will work to identify areas of potential AP course expansion within each department. Current potential expansion areas are in Visual Art, Digital Art, and Physics. Student participation rates in the AP course fair and subsequent sign ups for the new courses.</p>	No baseline data - new goal.	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.	No new AP courses were offered for the 2023-2024 school year. That being said, student interest for AP Science has increased and we are able to offer AP Biology, AP Chemistry and AP Physics 1 simultaneously	By June 2024, UPA will continue to offer the current number of AP Courses (12) and will expand to offer an AP science (Physics or Environmental), AP
<p>Summer Enrichment Courses Counselors will poll students on potential areas for enrichment that will allow students to broaden their experience. Summer enrichment courses could be electives that are not normally offered during the school year. Student Participation Rates.</p>	No baseline data - new goal.	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.	22% or 28 7th grade students attended summer bridge, 53 students completed an Edgenuity course, and 107 students participated in math, English, or science summer school. 30 students took enrichment courses at the community college. This is a total of 212 students continuing their education in the summer.	By June 2024, UPA will offer enrichment courses in Art, World Language, Math, Science and Engineering. 125 students will participate in the courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Winter Quarter Edgenuity Courses</p> <p>Students who are struggling or want to improve on a 1st semester course due to low grades will be given the opportunity to take a similar course through our Edgenuity platform. The outcome of the Winter Quarter is that the student would find success in the second semester of the course and continue onto the next level in the course sequence. Student Participation Rates.</p>	<p>During the 2020-2021 school year 42 students participated in the Winter Break and Spring Break make up sessions. Of the 42 students, 38 have successfully completed the make-up work.</p>	<p>Since the start of the 2021-22 school year, we have enrolled 43 unique students in 68 sections of 49 unique courses.</p>	<p>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.</p>	<p>42 students were enrolled in Edgenuity during the Winter Break and 60 students have completed an Edgenuity course since the start of the 23-24 school year.</p>	<p>By June 2024, UPA will offer winter credit recovery courses in English, Math, Physical Education, Science and Social Science. 50 Students will participate and compete their work.</p>
<p>Elective Course Awareness</p> <p>Counselors will work with Departments to create an elective fair in which teachers can demonstrate the learning opportunities that each department offers in an attempt to broaden the student's academic horizons. Student participation rates in the fair and subsequent sign ups.</p>	<p>No baseline data - new goal.</p>	<p>As of 5-10-22, 100% of students in the 9th, 10th, and 11th grade will participate in the course elective fair.</p>	<p>"Elective fair held on 2/2 25 courses had tables, and all 8th-11th grade seminar student participated. "</p>	<p>100% of 9-11th grade students have attended the Elective and AP fair. 100% of the 8th graders attended a 9th grade elective fair and 7th grade orientation and course selection is scheduled for May of 2024.</p>	<p>By June 2024, UPA will hold an electives fair (in person or digitally) and 97% of 7th - 11th grade students will participate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expansion of Electives in each Department UPA Administration and Department Chairs will work to identify areas of potential course expansion within each department. Current potential expansion areas are in English, Computer Science, and Math. Student Participation Rates.	As of April, 2021, UPA has not added any new elective courses in 3 years.	As of 5-10-22, UPA has not started this project yet.	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.	Due to scheduling and room constraints, we were unable to add any more electives for the 23-24 school year.	By June 2024, UPA will have added electives in Art, English Computer Science, Engineering and Math.
UPA currently offers students the opportunity to attend community college courses free of charge. Students need to work with their counselor to identify potential courses and complete the application process. Student Participation Rates.	During the 2019-2020 school year, 48 students took concurrent community college courses. The 2020-2021 count was interrupted by COVID and student access to community college courses.	37 students enrolled and completed community college courses this year. A total of 49 courses were complete by those 37. The most a single student took was 5 courses, but by and large the average student only took 1.	Students work with counselors, often during their 1:1 meetings, to identify potential courses and map out graduation. Upon enrollment, counselors must sign off on the course for the student to participate. This school year, a total of 70 high school students took a total of 81 courses.	82 students or 12% of the student body have been are are currently enrolled in community college courses during the 23-24 school year.	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.

Goal Analysis

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

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

Goal 5 takes advantage of the community drive for higher education and enrichment opportunities. The goal states “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”. The purpose of this goal is to bring the enrichment opportunities to our disadvantaged or at-risk students by fostering a mindset of challenge and growth and connecting to students to concurrent enrollment or online learning opportunities. The goal starts with awareness of electives and AP offerings at UPA, supports growth through remediation opportunities, and finishes with concurrent enrollment with local community colleges. 50% of this goal has been completed and 25% is on track for completion at the end of the school year. 26% of the action items are off track or had to be removed as an action item.

Awareness, engagement, and opportunity are strengths of the UPA counseling and academic teams. 100% of the 9-11th grade students participated in our annual elective and AP course fair and learned valuable information about our current accelerated options. In order to meet demand, we have been able to offer AP Biology, AP Chemistry and AP Physics 1 simultaneously. Opportunity comes with support and engagement. 42 Students who needed to make up a course in order to take an advance or concurrent course were able to complete that course over the winter break and 82 students (12%) have taken on the chance to gain college credit at a local community college.

AP Bootcamp has been an idea in development for the past 3 years and is scheduled to be launched in July of 2024. The concept being that students who are new to AP courses could get the executive functioning support to be confident and successful in their AP course. In addition, we could replace assigned summer work for AP courses by connecting the teacher and the students to work together, uninterrupted, in the summer before the course starts in full.

One area that we need to determine the feasibility of is providing summer enrichment courses that are hosted by our staff and support our student academic growth. We have been barely able to fully staff our traditional credit recovery summer school, much less enrichment. If we are unable to conceptualize, staff, and implement this program, it will need to be removed.

One item already removed is our expansion of electives in every department. This ambitious goal was born out of our student and parent requests to expand electives. In reality, this goal was leading towards teachers with 3 or 4 courses to teach in a day and we have run out physical space. We will keep our mind open to new electives, but we know the limitations are very real.

Overall, UPA is doing a commendable job in helping position students to succeed with remediation, thrive with challenging AP courses, and to soar with concurrent community college courses.

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

There are no material differences between the budgeted expenditures and estimated actual expenditures to report.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

One of the most effective action items, and the easiest to accomplish, has been to be able to support students and families who want to take concurrent community college. 12% of our student body are taking a concurrent course at any time during the year. Students are mostly taking math and world language courses, but there are students taking science and art classes as well. The concurrent enrollment concept allows for students to pursue potential majors, advance courses at UPA, or just gain valuable college credits. This action item has been inspiring for the idea of finding avenues to bring community college courses to campus in order to increase the number of students who have access to these advanced courses.

One item already removed is our expansion of electives in every department. This ambitious goal was born out of our student and parent requests to expand electives. In reality, this goal was leading towards teachers with 3 or 4 courses to teach in a day and we have run out physical space. We will keep our mind open to new electives, but we know the limitations are very real.

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

UPA will continue to offer enrichment, remediation, and concurrent courses as we move forward. The counseling team will continue to advocate for and bring awareness to our students so that they know the breadth of courses on offer both on campus and off. In the 2024-2025 school year and the 2024-2026 LCAP there is a prioritization of Math and English. Both goals will continue to have a focus on NWEA success, support course success, and we have added goals that specifically develop vertical alignment, reading and writing across all subjects, and UDL (Universal Design for Learning)

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

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Actions and services for all unduplicated students	No	\$358,910.00	\$197,400.5
			Yes		
1	1.2	English Language Learner specific actions and interventions	Yes	\$52,500.00	\$28,875.00
1	1.3	Socio-Economically Disadvantaged (SED) specific actions and interventions	Yes	\$45,000.00	\$24,750.00
1	1.4	IEP specific actions and interventions	No	\$44,500.00	\$24,475.00
1	1.5	504 specific actions and interventions	No	\$27,500.00	\$15,125.00
			Yes		
1	1.6	Professional Development	No	\$15,224.00	\$8,373.20
2	2.1	Maintain existing extracurricular opportunities and identify potential areas for expansion in order to create more points of connection	No	\$70,000.00	\$38,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		between students, their peers, and UPA			
2	2.2	Maintain or expand schoolwide activities that allow for students to bond with their peers, celebrate their diverse backgrounds, or unite as a student body	No	\$75,000.00	\$41,250.00
2	2.3	In order to create a safe and caring campus continue to improve upon the current safety plan and expand the emergency training and add a school nurse	No	\$15,500.00	\$8,525.00
2	2.4	Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	Yes	\$35,000.00	\$19,250.00
2	2.5	Continue to build on the communication and feedback pathways that have been established	No	\$10,000.00	\$5,500.00
3	3.1	Continue to build greater student and community awareness of college opportunities and independent ability to track progress towards college admission and success.	No	\$15,000.00	\$8,525.00
3	3.2	Create an independent college going student culture centered on student ownership of the college preparation path	No	\$105,000.00	\$57,750.00
3	3.3	Assist students with their college applications and graduate from UPA prepared for college and career success.	Yes	\$10,000.00	\$5,500.00
4	4.1	Support CAASPP success through the development, implementation and monitoring of course level growth assessments.	No	\$19,500.00	\$10,725.00
4	4.2	Improve student success in Math CAASPP results through structured support and vertical assessments in math.	Yes	\$7,000.00	\$3,850.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Improve student success in English CAASPP results through structured support and vertical assessments in English.	Yes	\$7,000.00	\$3,850.00
5	5.1	Increase awareness of and access to rigorous coursework	Yes	\$32,000.00	\$32,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$533,715	\$0.00					

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Actions and services for all unduplicated students	Yes	\$200,000.00	\$110,000.00	0	0
1	1.2	English Language Learner specific actions and interventions	Yes	\$52,500.00	\$28,875.00	0	0
1	1.3	Socio-Economically Disadvantaged (SED) specific actions and interventions	Yes	\$45,000.00	\$24,750.00	0	0
1	1.5	504 specific actions and interventions	Yes	\$27,500.00	\$15,125.00	0	0
2	2.4	Provide opportunities to seek and receive mental health services and cognitive training to take on life's stressors	Yes	\$30,000.00	\$16,500.00	0	0
3	3.3	Assist students with their college applications and graduate from UPA prepared for college and career success.	Yes	\$7,500.00	\$4,125.00	0	0
4	4.2	Improve student success in Math CAASPP results through structured support and vertical assessments in math.	Yes		0	0	0
4	4.3	Improve student success in English CAASPP results through structured support and vertical assessments in English.	Yes		0	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.1	Increase awareness of and access to rigorous coursework	Yes	\$17,000.00	\$9,350.00	0	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$8615411	\$533,715	0.0%						

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023