Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory School	Rochelle Angley, Superintendent/Principal	rangley@suhsd.net (530) 245-2790 ext. 16501

Plan Summary [LCAP Year 2022-2023]

General Information

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

University Preparatory School is in its eighteenth year (2021-2022) as a thriving public charter school. It is recognized as a high achieving school focused on immersing students in rigorous academics and meaningful extracurricular activities. This endeavor is supported by a collaborative and close-knit community of staff, students, and parents. Practices are based on educational research and professional experience. The faculty and staff work together to provide students with many opportunities to excel academically and develop their potential as educated leaders and citizens in the 21st century. A rich and varied extracurricular program provides ample opportunity for students to develop holistically. This vision is supported by offering a seven-period day to students from grades 6 through 12 so that they may pursue academic interests, such as studying multiple world languages or continue their development in the arts, including dance, drama, visual art, and music.

Reflections: Successes

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

U-Prep was recently acknowledged by the Western Association of Schools and Colleges for earning the highest accreditation possible, a 6-year clear. All 20 areas of examination conducted by the WASC Visiting Team were awarded the highest individual score possible. The embedded continuous improvement model is serving our students and community very well as represented trend data from state achievement tests, College Board AP exams (participation and scores), PSAT data (administered at no-cost to all 8th, 10th, and 11th grade students), SAT/ACT data, enrollment and pass rates on six dual enrolled courses, and UC/CSU A-G admission rates. The most recent Dashboard Indicators are Green or Blue except the Suspension Indicator.

Reflections: Identified Need

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

The 2019 Dashboard Suspension Indicator is Yellow; two student groups (Socioeconomically Disadvantaged, Hispanic) are in the Orange performance level; two student groups (White, Two or More Races) are in the Yellow performance level. The 2018 Dashboard Suspension Indicator was Blue; all student groups were in the Blue or Green performance levels. A closer analysis of the 2019 data indicated that the increase in suspensions occurred as a result of an incident involving multiple students. Documentation of the incident indicated additional supports which resulted in discontinuance of the behavior. The local data analysis was completed regarding overall rates of suspension and expulsion. The data revealed that the rate of U-Prep suspensions has been consistently low. The expulsion rate is zero.

LCAP Highlights

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

As a function of a school accreditation robust self-study process, stakeholders were actively engaged in a thorough continuous improvement model during the 2020-2021 and fall of 2021. Stakeholder engagement was ongoing and collaborative with all staff, the school's Leadership Team (Department Chairs, Grade-level team leaders, administration), parents (Parent Venture group), students (Challenge Success Executive Board), the U-Prep School Board, WASC Focus Groups (staff, students, parents, Board member), and the WASC Leadership Team. A Schoolwide Action Plan was developed and finalized in December of 2021. This plan correlates the LCAP priorities, broad school goals, WASC Student Learning Outcomes, and the specific action steps moving forward. Overarching broad goals align to the Charter school's mission, the school accreditation self-study process, and robust stakeholder engagement; SMART goals within these broad areas represent specific areas of emphasis. The overarching goals are as follows:

1) To utilize interim and summative performance data within a continuous improvement model to improve teaching and learning. To offer high quality, effective academic support services for all students.
2) To foster and strengthen a school-community growth mindset that results in student success and achievement in an academically rigorous, college-going learning environment. To prepare students for University-level coursework and equip them to sustain the effort in the postsecondary setting of their choice.
3) To engage students in developing critical thinking skills through immersion in rigorous academics and meaningful extra-curricular and co-curricular activities, grades 6 through 12.
4) To provide a safe and orderly learning environment that supports a positive school climate and culture, academic and relationally through a close-knit community of teachers, advisors and school staff. To offer high quality, effective social emotional support services for all students.

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

Stakeholder engagement is ongoing and collaborative which includes all staff, our school's Leadership Team (Department Chairs, Grade-level team leaders, administration), parents, students (Challenge Success Executive Board), and the U-Prep School Board. An educational partner meeting was held in April (2022) and a Public Hearing in May of 2022. Both parents and students were surveyed in the fall of 2021. Staff was then surveyed in the spring of 2022. In addition, the Superintendent/Principal and School Business/HR Manager met individually with each staff member to discuss program progress and resources needed for the 2022-2023 school year.

A summary of the feedback provided by specific educational partners.

With the feedback provided from staff, our school's Leadership Team (Department Chairs, Grade-level team leaders, administration), parents, students (Challenge Success Executive Board), and the U-Prep School Board our plan will be to:

Increase support in all areas of Literacy and Math.

Expand Academic Saturday School offerings for both junior high and high school students (additional staffing).

Hire an Instructional & Literacy Coach (duties to include coordinating and monitoring Benchmark assessments for ELA teachers & students grades 6-10)

Hire a Director of School Culture to align with our schoolwide action plan.

Provide Professional Development for student and staff wellbeing (Social/Emotional Wellness)

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

Actions and services under Goals 1 & 4 were updated to reflect feedback provided by our educational partners.

Goals and Actions

Goal

Goal #	Description
Goal #1	To utilize interim and summative performance data within a continuous improvement model to improve teaching and learning. To offer high quality, effective academic support services for all students.

An explanation of why the LEA has developed this goal.

This goal is developed to ensure ongoing monitoring of student academic progress of all students relative to teaching and learning; through progress monitoring, students are preemptively identified for academic support services; early intervention is triggered and monitored through U-Prep's Multi-tiered System of Support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Benchmark Assessment Data PSAT for 8, 10, 11	75% Academic Departments utilize aligned benchmark assessments when progress monitoring all students 70% of all students will meet or exceed PSAT benchmarks in ELA and Math in grades 8, 10, 11	The PSAT was administered to grades 10 and 11 in October of 2021. The grade 8 test was administered in March or 2022. 81% of 8th grade students met or exceeded benchmarks in ERW and 63% in math. 88% of 10th grade students met or exceeded benchmarks in ERW and 65% in math. 81% of 11th grade students met or exceeded benchmarks in ERW and 58% in math.	[Insert outcome here]	[Insert outcome here]	100% Academic Departments utilize aligned benchmark assessments when progress monitoring students 80% of students will demonstrate meet or exceed PSAT benchmarks in ELA and Math in grades 8, 10, 11

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Grade Reports, state test, ELPAC, PSAT	70% of EL, low-income, foster youth, homeless, and underachieving students will show positive academic progress towards being career and college ready (A-G)	86% of EL, low-income, foster youth, and homeless seniors met A-G requirements.	[Insert outcome here]	[Insert outcome here]	80% of EL, low-income, foster youth, homeless, and underachieving students will show positive academic progress

Actions

Action #	Title	Description	Total Funds	Contributing
1	Benchmark Assessments	Revaluate alignment of current assessments with core standards and update accordingly. Aligned, updated, and user-friendly assessments will improve instructional services and learning.	$ 0.00	Y
2	Leadership Team Collaboration	Host a summer leadership team meeting to identify action steps and plans for the upcoming school year to include; data analysis, collaboration calendar, and staff development. Through providing a collaborative continuous improvement model involving key stakeholders, curriculum, instruction, assessment, and academic &social-emotional supports will continue to improve services for students.	$ 12,336.40	Y
3	Professional Development	Professional Development focused on the analysis of performance data and academic supports for all students. A thorough data analysis will inform focus areas for professional development which improves services for student learning.	$ 0.00	Y
4	Student Support Services (EL)	Provide resources and training for staff on ELPAC administration, interpretation, and program administration. Due to the increasing number of EL students, program services requires a formalized approach to ensure EL students are receiving appropriate support.	$ 0.00	Y

Action #	Title	Description	Total Funds	Contributing
5	Literacy/Academic Skills (BRIDGE) and Math Lab	Allocate sections in the Master Schedule to address literacy/academic skills and math intervention needs. Services may increase depending upon assessment data; program services continually improve based on student outcomes from services provided (guided by MTSS).	$ 52,039.66	Y
6	Study Hall	Provide academic support services for all students through the offering of Study Halls in the Master Schedule for both middle and high school students. Survey data indicates that students desire independent time during the day to engage in schoolwork; the school-wide action plan will address improved services regarding how time may be utilized during these course sections.	$197,377.62	Y
7	Homeless Student Resources	Provide resources for homeless students including instructional, supplies, fuel cards, etc. By designating key personnel, coordination of services will be consistent and monitored more closely.	$ 0.00	Y
8	Academic Saturday School	Offer Academic Saturday School to middle school students to address learning loss. By providing additional instructional time for students, services are increased based on individual student needs.	$ 801.36	Y
9	PSAT for 8th, 10th, and 11th Grade Students	Purchase and administer the PSAT for all students in grades 8, 10, and 11.	$ 6,162.00	N
10	National Latin Exams	Purchase and administer the National Latin Exams at the following levels; Intro to Latin, Latin I, Latin II, Latin III Prose, and Latin III Poetry	$ 1,214.00	N

Goal Analysis for 2022-2023

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.

Discussion for plan of Benchmark Assessments took place in 2021-2022. The hiring of an Instructional & Literacy Coach to work on schoolwide implementation of Benchmark assessments will happen in 2022-2023. Professional Development in 2021-2022 was limited in availability due to on-going COVID-19 conditions however; it is anticipated in 2022-2023 and through the remainder of the LCAP plan that Professional Development focused on academic/social/emotional supports for students will not only be more accessible but prioritized to

address learning loss and student wellness. English Learners and Homeless students continue to be supported through our counseling department, various school-wide activities and programs. There was no cost for ELPAC training in 2021-2022. ELPAC Coordinator was fully trained on line.

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.

Professional Development in 2021-2022 was limited in availability/offerings due to on-going COVID-19 conditions; however; it is anticipated in 2022-2023 and through the remainder of the LCAP plan that Professional Development will increase in all areas of student support (academic/social/emotional wellness).

English Learners and Homeless students continue to be supported through our school counseling department as well as various school-wide activities and programs; these activities include the offering of Academic Saturday School, administration of the ELPAC test, enrollment in Bridge 7,8, 9 and/or Math Lab as necessary, and Study Hall classes throughout the instructional day.

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

Teachers continue to progress monitor all students. Utilizing interim and summative performance data throughout the year, students were preemptively identified in a timely manner for additional academic support services. For the 2022-2023 school year, at the end of the first quarter, we will utilize this plan to move sixth-grade students (as needed) into the Bridge program as one early intervention strategy. In addition, we will begin to use our Instruction & Literacy Coach for small group instruction focuses on ELA for grades 8-10. Teachers will also use collaboration time to strategize the implementation of benchmark assessments that will be added to our yearly assessment calendar.

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.

Through engagement with Educational Partners both at the local and community level, two actions/services will be added to the 2022-2023 LCAP. The first is to increase availability of Academic Saturday School by offering it to both middle school and high school students. Secondly, supports for both math and literacy will be increased to address additional academic support. These supports will be available through various means including increased staffing. A certificated teacher will also be assigned to address academic performance, standards, and benchmark assessments through data analysis and professional development.

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
Goal #2	To foster and strengthen a school-community growth mindset that results in student success and achievement in an academically rigorous, college-going learning environment. To prepare students for University-level coursework and equip to sustain the effort in the postsecondary setting of their choice.

An explanation of why the LEA has developed this goal.

The school's Student Learning Outcomes indicates that U-Prep students will Demonstrate Leadership, Apply a Growth Mindset, and Contribute to Their Community. Through addressing student social-emotional needs (e.g. mindset, goal attainment) and opportunities for leadership, student engagement and success will continue to be positive and productive. Ongoing training for staff is essential to support students in this endeavor.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey	70% of students report knowledge and application of a growth mindset when responding to challenging work	76% of students report knowledge and application of a growth mindset when responding to challenging work	[Insert outcome here]	[Insert outcome here]	80% of students report knowledge and application of a growth mindset when responding to challenging work
Parent Survey	70% of parent participants report increased engagement and support as a result of programs	70% of parent participants report increased engagement and support as a result of programs	[Insert outcome here]	[Insert outcome here]	80% of parent participants report increased engagement and support as a result of programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey	70% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness	70% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness	[Insert outcome here]	[Insert outcome here]	80% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness
UC a-g Data	75% of graduates meet UC a-g admissions requirements	88% of students from the Class of 2022 met A-G admissions requirements.			80% of graduates meet UC a-g admissions requirements

Actions

Action #	Title	Description	Total Funds	Contributing
1	Challenge Success Action Plan	Student activities, resources, workshops, and trainings related to the Challenge Success program.	$ 0.00	N
2	Professional Development	Professional Development focused in the areas of Challenge Success and Growth Mindset.	$ 6,229.42	N
3	College and Career Activity/Event	Select and contribute funding to a real world experience to enhance career/college readiness at U-Prep	$ 0.00	N
4	Parent Engagement	Provide opportunities for parent engagement and seek input through Parent Venture and surveys. Provide a "Transition Into High School" parent program focused on homebased support for student success in high school; this is a new effort written in to the schoolwide action plan. The goal is to provide parents and their students with frontloaded support as they navigate into an all AP/Honors high school program. Parent Venture is growing; there is an increase in the number of parents involved in this program.	$ 0.00	Y

Action #	Title	Description	Total Funds	Contributing
5	College and Career Exploration	Utilize Naviance or other similar software tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions. Support school-sponsored college campus visits through the semi-annual (interest based) College Trip field trips	$ 3,813.83	N

Goal Analysis for 2022-2023

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.

College and Career Exploration as well as College Visits and full implementation of the Challenge Success program continue to be a priority. The 2021-2022 LCAP year was difficult for students to engage properly in activities off-campus due to COVID-19 conditions and concerns. It is anticipated that these activities will return in 2022-2023.

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.

U-Prep continues to prioritize the various activities tied to the goal. Limited availability for professional development and activities in 2021-2022 impacted the budgeted expenditures in the current LCAP year however; there is great momentum and excitement to continue to provide college and career readiness activities for our students and staff in the coming year.

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

U-Prep continues to pursue professional development. Staff members attended the Learning and Brain Conference in San Francisco. We will continue to send staff to growth mindset focused (Challenge Success) professional development and learning opportunities. In addition, we will focus on the academic, social and emotional wellness of all students.

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.

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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
Goal #3	To engage students in developing critical thinking skills through immersion in rigorous academics and meaningful extra-curricular and co-curricular activities, grades 6 through 12.

An explanation of why the LEA has developed this goal.

The school's Student Learning Outcomes indicate that U-Prep students will: Engage in Critical Thinking. This is an essential element of providing an authentically rigorous academic program within a college-going learning environment and in concert with adolescent-appropriate developmental experiences. Critical thinking is fostered through instruction, curriculum, and extra/co-curricular programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# Dual Enrolled Courses	6 DE courses at 100% pass rate	7 DE courses were offered to students. The pass rate was 96%	[Insert outcome here]	[Insert outcome here]	7 DE courses at 100% pass rate
AP scores	51% Participation rate among grades 9-12 students; 69% Pass Rate	In 2021 U-Prep had a participation rate of 44% and a pass rate of 61%. Spring 2022 data will be available in the late Summer of 2022.	[Insert outcome here]	[Insert outcome here]	65% Participation rate among grades 9-12; Pass Rate 73%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Test Scores (ELA, math, science)	Varies at each grade level and content area	Students met or exceeded benchmarks in both ELA and Math based on 2020-2021 test scores as follows; <table><tr><td></td><td>ELA</td><td>Math</td><td>CAST</td></tr><tr><td>6th</td><td>71.22%</td><td>59.57%</td><td>N/A</td></tr><tr><td>7th</td><td>65.07%</td><td>63.64%</td><td>N/A</td></tr><tr><td>8th</td><td>62.14%</td><td>54.04%</td><td>51.49%</td></tr><tr><td>11th</td><td>80.61%</td><td>69.30%</td><td>N/A</td></tr><tr><td>12th</td><td>N/A</td><td>N/A</td><td>63.73%</td></tr></table>	[Insert outcome here]	[Insert outcome here]	5% increase from baseline score

	ELA	Math	CAST
6th	71.22%	59.57%	N/A
7th	65.07%	63.64%	N/A
8th	62.14%	54.04%	51.49%
11th	80.61%	69.30%	N/A
12th	N/A	N/A	63.73%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional Development focused on academic content area, technology, teaching, and learning. To ensure current research-based best practices are utilized, this service is considered as ongoing improvement.	$ 2,025.00	N
2	AP Program	Provide resources for students to prepare for the AP Test through test prep materials, software, and the AP Retreat.	$ 6,304.73	N
3	Pre-AP Program	Provide resources including textbooks and supplemental materials for the Pre-AP (Biology) program.	$ 2,064.89	N
4	Dual Enrollment	Continue to expand partnership with Shasta College to provide duel enrollment offerings. Support the dual enrollment program through materials, section allocation, and stipends.	$420,822.72	N
5	Summer School for Advance Math	Provide a summer school program that offers an advanced math course	$ 2,500.00	N

Action #	Title	Description	Total Funds	Contributing
6	Technology	Enhance learning opportunities through new and replacement technology.	$124,483.81	N
7	Instructional Resources	Provide all students with sufficient instructional materials including textbooks, support materials, lab materials, equipment, instruments, software, and other program specific needs. Includes only those items not included in other Actions/Services.	$186,115.82	N

Goal Analysis for 2022-2023

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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 were no material differences between budgeted expenditures and estimated actual expenditures related to these actions/services.

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

As evidenced in the Course Guide, students are engaged in an authentically rigorous academic program within a college-going learning environment and in concert with adolescent-appropriate developmental experiences. Critical thinking is fostered through instruction, curriculum, and extra/co-curricular programs provided by U-Prep staff.

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.

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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
Goal #4	To provide a safe and orderly learning environment that supports a positive school climate and culture, academic and relationally through a close-knit community of teachers, advisors, and school staff. To offer high quality, effective social emotional support services for all students.

An explanation of why the LEA has developed this goal.

A positive school climate and culture as reflected in healthy relational supports offered within a close-knit community significantly contribute to sense of safety and student success, personally and academically. Through the school's continuous improvement processes and stakeholder engagement, key resources and supports were identified as essential to this goal.

Measuring and Reporting Results

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

| Student Climate Survey | 84% 8th grade students and 71% of 11th grade students report feeling safe in all areas of campus; 89% of all students report feeling welcome at their school; 73% 8th grade students cite ASAP/Tutorial as most helpful to their academic success; 11th grade students cite the Resource Center and individual time with teacher as most helpful to their academic success (top two resources) | The Student Climate Survey indicates that overall, 93% of students feel safe on campus and 91% of students feel welcomed at school. School Safety data indicates that 94.6% of 8th grade students and 89.9% of 11th grade students report feeling safe on campus.

Over 90% of Junior High students continue to report Advisory and Tutorial time as their most helpful resource for academic success followed by office hours. 100% of High school students report that extra time spent with teachers, access to the resource center, and Study Hall opportunities are the resources that contribute most to their academic success. | [Insert outcome here] | [Insert outcome here] | 85% 8th grade students and 80% of 11th grade students report feeling safe in all areas of campus; 92% students report feeling welcome at their school; 78% of 8th grade students cite ASAP/Tutorial as most helpful to their academic success; Maintain the Resource Center and individual time with teacher as a primary support for academic success in the high school. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Survey	92% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed.	92% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed.	[Insert outcome here]	[Insert outcome here]	95% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed.
Parent Survey	94% of parents indicate they feel well informed regarding school activities/events	97% of parents indicate they feel well informed regarding school activities/events			97% of parents report positively regarding home-school communications
Big Sister/Brother Program	0 students are involved in Big Brother/Sister program	There was little Student interest in the Big Brother/Sister program in 2021-2022. The Big Brother/Sister program will be re-introduced in the Fall of 2022.	[Insert outcome here]	[Insert outcome here]	80% of students engaged with Big Brother/Sister report that it contributed to a positive school experience.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Advisory Program	Junior High Advisory lessons/curriculum related to academic, social emotional, and college/career. Compensation for assigned teachers.	$ 21,697.20	Y
2	Big Brother/Big Sister Program	Provide an opportunity for students to participate in the Big Brother/Big Sister Program to strengthen school culture	$ 0.00	N

Action #	Title	Description	Total Funds	Contributing
3	School Counselor	Maintain additional counselor position added in 2015-2016 to address the social emotional well-being of all students and to provide support for those students who are struggling to achieve academic success and/or who are struggling with social-emotional challenges. This counselor is also designated to coordinate services for homeless, foster youth, low-income, EL, special education and 504 students.	$134,214.34	Y
4	Resource Center	Provide a safe facility and personnel for students to access before school, during school, and after school for the purpose of instructional help through peer tutoring, and technology access.	$ 64,948.34	Y
5	School Safety Supervisor	Provide a full-time Student Safety Supervisor to assist campus security and implement the School Safety Plan.	$ 62,179.57	N
6	School-wide Safety Program	Training and Support through ALICE program Additional and Replacement Security Cameras	$ 1,440.07 $ 4,189.37	N
7	Transportation	Provide after-school transportation to the YMCA for students enrolled in the YMCA after-school care program.	$ 4,900.00	Y
8	School Communications	Maintain student and home-to-school communication methods through automated caller system, school app, and signage	$ 2,630.25	N
9	Marketing	Promote school culture and history with students and community	$ 4,400.00	N

Action #	Title	Description	Total Funds	Contributing
10	COVID-19 Mitigation Protocols and Practices	Maximize in-person learning by providing a safe and healthy environment for students and staff throughout the COVID-19 Pandemic including; masks, disinfectant, gloves, towels, hand sanitizer, plexi-glass, and other safety supplies.	$ 11,888.11	N
		Maintain 3' spacing in all classrooms by increasing section allocation in the Master Schedule in 2021-2022. Maintain 1 FTE position added in 2020-2021	$150,111.22	
		Support Distance Learning Students through the allocation of a Distance Learning Coordinator	$ 36,291.24	
		Teacher Substitutes	113,638.79	

Goal Analysis for 2022-2023

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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 were no material differences between budgeted expenditures and estimated actual expenditures related to these actions/services.

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

U-Prep's positive school climate and culture continue to place priority on school safety and student success both personally and academically through a variety of resources and supports. Our junior high advisory program continues to develop grade-level appropriate lessons based on the academic, social, and emotional needs of all students. Our counseling department looks to grow resources and services in the areas of social/emotional wellness (i.e. Challenge Success and Growth Mindset). School safety is our top priority and we continue to utilize ALICE trainings for both staff and students throughout the school year. Additional cameras will be purchased for placement throughout campus and additional security will be contracted at large events and activities on campus.

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.

Additional actions include the purchase of additional security cameras and the hiring of a Director of School Culture. Resources will also be directed towards supporting the social/emotional wellness of students through the counseling department.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$407,308	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.26%	0%	$0	4.26%

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

Required Descriptions

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

Actions taken support a continuous improvement model that allows for progress monitoring of foster youth, English learners, low-income and underachieving students; the school's leadership team plays a key role in evaluating progress towards achievement of the school's mission, which includes supports for foster youth, English learners, low-income, and underachieving students. Through additional counseling services, students receive frequent progress monitoring as articulated in the school's MTSS model. Additional prioritized support services include the BRIDGE program, Academic Saturday School (extended learning time with instructional support), and Study Hall classes which embed additional study/prep time within the school day.

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

Improvement of services for foster youth, English learners, and low-income students includes allocating a designated coordinator in addition to a counselor to ensure program services are meeting individual students. Academic achievement of students is reviewed annually by the leadership team and school staff; student performance is contrasted with local and statewide results. Other measures used to review services for improvement include CELDT scores, academic grades, attendance, student surveys/interviews, AP scores, dual enrollment pass rates, PSAT scores, and state test scores.

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

University Preparatory School does not receive Concentration Grant dollars and is therefore not required to respond to the prompt.

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

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

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,584,400	$ -	$ -	$ 15,000	1,599,400	$ 1,093,000	$ 506,400

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Benchmark Assessments	All	$ 5,000	$ -	$ -	$ -	$ 5,000
1	2	Leadership Team Collaboration	All	$ 20,000	$ -	$ -	$ -	$ 20,000
1	3	Professional Development	All	$ -	$ -	$ -	$ 15,000	$ 15,000
1	4	Student Support Services (EL)	All	$ 1,500	$ -	$ -	$ -	$ 1,500
1	5	Literacy/Academic Skills (Bridge) and Math Lab	All	$ 85,000	$ -	$ -	$ -	$ 85,000
1	6	Study Hall	All	$ 180,000	$ -	$ -	$ -	$ 180,000
1	7	Homeless Student Resources	Homeless	$ 1,500	$ -	$ -	$ -	$ 1,500
1	8	Academic Saturday School	All	$ 1,000	$ -	$ -	$ -	$ 1,000
1	9	PSAT for 8th, 10th, and 11th Grade Students	All	$ 6,000	$ -	$ -	$ -	$ 6,000
1	10	National Latin Exams	All	$ 1,500	$ -	$ -	$ -	$ 1,500
2	1	Challenge Success Action Plan	All	$ 7,500	$ -	$ -	$ -	$ 7,500
2	2	Professional Development	All	$ 15,000	$ -	$ -	$ -	$ 15,000
2	3	College and Career Activity/Event	All	$ 5,000	$ -	$ -	$ -	$ 5,000
2	4	Parent Engagement	All	$ 2,500	$ -	$ -	$ -	$ 2,500
2	5	College and Career Exploration	All	$ 10,000	$ -	$ -	$ -	$ 10,000
3	1	Professional Development	All	$ 15,000	$ -	$ -	$ -	$ 15,000
3	2	AP Program	All	$ 20,000	$ -	$ -	$ -	$ 20,000
3	3	Pre-AP Program	All	$ 5,000	$ -	$ -	$ -	$ 5,000
3	4	Dual Enrollment	All	$ 250,000	$ -	$ -	$ -	$ 250,000
3	5	Summer School for Advance Math	All	$ 3,500	$ -	$ -	$ -	$ 3,500
3	6	Technology	All	$ 150,000	$ -	$ -	$ -	$ 150,000
3	7	Instructional Resources	All	$ 200,000	$ -	$ -	$ -	$ 200,000
4	1	Advisory Program	All	$ 70,000	$ -	$ -	$ -	$ 70,000
4	2	Big Brother/Big Sister Program	All	$ 3,000	$ -	$ -	$ -	$ 3,000
4	3	School Counselor	All	$ 110,000	$ -	$ -	$ -	$ 110,000
4	4	Resource Center	All	$ 63,000	$ -	$ -	$ -	$ 63,000
4	5	School Safety Supervisor	All	$ 55,000	$ -	$ -	$ -	$ 55,000

4	6	School-wide Safety Program	All	$	2,500	$	-	$	-	$	-	$	2,500
4	7	Transportation	All	$	4,900	$	-	$	-	$	-	$	4,900
4	8	School Communications	All	$	7,500	$	-	$	-	$	-	$	7,500
4	9	Marketing	All	$	3,500	$	-	$	-	$	-	$	3,500
4	10	COVID-19 Mitigation Protocols and Practices	All	$	280,000	$	-	$	-	$	-	$	280,000

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 9,959,576	$ 407,308	4.09%	0.00%	4.09%	$ 544,400	0.00%	5.47%	Total:	$ 544,400
								LEA-wide Total:	$ 542,900
								Limited Total:	$ 1,500
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Benchmark Assessments	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ 5,000	0.00%
1	2	Leadership Team Collaboration	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ 20,000	0.00%
1	3	Professional Development	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ -	0.00%
1	4	Student Support Services (EL)	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ 1,500	0.00%
1	5	Literacy/Academic Skills (Bridge) and Math	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ 85,000	0.00%
1	6	Study Hall	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ 180,000	0.00%
1	7	Homeless Student Resources	Yes	Limited	Homeless	All	$ 1,500	0.00%
1	8	Academic Saturday School	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	Middle	$ 1,000	0.00%
1	9	PSAT for 8th, 10th, and 11th Grade Student	No	LEA-wide		All	$ -	0.00%
1	10	National Latin Exams	No	LEA-wide		All	$ -	0.00%
2	1	Challenge Success Action Plan	No	LEA-wide		All	$ -	0.00%
2	2	Professional Development	No	LEA-wide		All	$ -	0.00%
2	3	College and Career Activity/Event	No	LEA-wide		All	$ -	0.00%
2	4	Parent Engagement	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	High	$ 2,500	0.00%
2	5	College and Career Exploration	No	LEA-wide		All	$ -	0.00%
3	1	Professional Development	No	LEA-wide		All	$ -	0.00%
3	2	AP Program	No	LEA-wide		All	$ -	0.00%
3	3	Pre-AP Program	No	LEA-wide		All	$ -	0.00%
3	4	Dual Enrollment	No	LEA-wide		All	$ -	0.00%
3	5	Summer School for Advance Math	No	LEA-wide		All	$ -	0.00%
3	6	Technology	No	LEA-wide		All	$ -	0.00%
3	7	Instructional Resources	No	LEA-wide		All	$ -	0.00%
4	1	Advisory Program	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ 70,000	0.00%
4	2	Big Brother/Big Sister Program	No	LEA-wide		All	$ -	0.00%
4	3	School Counselor	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ 110,000	0.00%
4	4	Resource Center	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ 63,000	0.00%
4	5	School Safety Supervisor	No	LEA-wide		All	$ -	0.00%
4	6	School-wide Safety Program	No	LEA-wide		All	$ -	0.00%
4	7	Transportation	Yes	LEA-wide	Low-income, English Learners, Foster Youth, Homeless	All	$ 4,900	0.00%
4	8	School Communications	No	LEA-wide		All	$ -	0.00%
4	9	Marketing	No	LEA-wide		All	$ -	0.00%
4	10	COVID-19 Mitigation Protocols and Practice	No	LEA-wide		All	$ -	0.00%