



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
University Preparation Charter School at CSU Channel Islands	Charmon Evans Executive Director	CEvans@PleasantValleySD.org 805.482.4608

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Student achievement will increase in the core academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ELPAC 19-20 48% Positive Movement on ELPAC Baseline 43.35% Positive Movement	We were unable to measure this indicator due to the pandemic and no summative data collected in 19-20.
Metric/Indicator CAASPP 19-20 5% increase on CAASPP data from 18-19, met/exceed scores. Baseline No Official Data Yet Data arrived: MATH 3 – MET/EXCEED -33% 4 – MET/EXCEED -29% 5 – MET/EXCEED -39% 6 – MET/EXCEED – 35%	We were unable to measure this indicator due to the pandemic and CAASPP wasn't given.

Expected	Actual
<p>7 – MET/EXCEED – 34%</p> <p>8 – MET/EXCEED – 33%</p> <p>ELA</p> <p>3 – MET/EXCEED -29%</p> <p>4 – MET/EXCEED -33%</p> <p>5 – MET/EXCEED -53%</p> <p>6 – MET/EXCEED – 48%</p> <p>7 – MET/EXCEED – 65%</p> <p>8 – MET/EXCEED – 45%</p>	
<p>Metric/Indicator Local Assessments</p> <p>19-20 50% of students in K-8 will make their targeted growth in ELA on the NWEA assessment.</p> <p>50% of students in K-8 will make their targeted growth in Math on the NWEA assessment.</p> <p>Baseline 81% of students in K-8 who were working below ELA Benchmark on NWEA improved. 13% of those students improved to grade level in ELA</p> <p>89% of students in K-8 who were working below Math Benchmark on NWEA improved.</p> <p>13% of those students improved to grade level in Math</p>	<p>We were unable to measure this indicator due to the pandemic and no end of year data was collected.</p>
<p>Metric/Indicator Five-by-Five Progress Indicators</p> <p>19-20</p>	<p>We were unable to measure this indicator due to the pandemic.</p>

Expected	Actual
<p>Show positive movement in each indicator that was orange or red on the 5X5 State Progress Indicators</p> <p>Baseline See Progress Indicator 5X5 Charts ELA Math EL</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
During, after/before school, or during intersessions targeted intervention and homework help for students with academic deficits in core academic areas. Services will principally serve students in subgroups LI, EL, FY, and special education.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,300</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries Title I \$92,425</p> <p>3000-3999: Employee Benefits Title I \$31,750</p> <p>1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant \$11,250</p> <p>3000-3999: Employee Benefits Low Performing Student Block Grant \$3,750</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries Title I \$89,889.36</p> <p>3000-3999: Employee Benefits Title I \$18,535</p> <p>1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant \$11,250</p> <p>3000-3999: Employee Benefits Low Performing Student Block Grant \$3,750</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$9,700 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,825	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0 4000-4999: Books And Supplies Low Performing Student Block Grant \$1,950 4000-4999: Books And Supplies Title I \$3,486.41
Provide CCSS aligned supplemental programs to support differentiation (intervention and extension) in English Language Arts and English Language Development.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$26,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,726.88
Teachers will participate in professional development, coaching, and receive materials to improve math instruction especially for underserved subgroups and underachieving subgroups.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$4,000 1000-1999: Certificated Personnel Salaries Title II \$9,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0 1000-1999: Certificated Personnel Salaries Title II \$10,171.13 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,028.87 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,800
Summer School program targeted to LI, EL, FY, and special education and services for low performing students.	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant \$9,071.85 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,167.65	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant \$9,071.85 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$16,543.70

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>2000-2999: Classified Personnel Salaries Low Performing Student Block Grant \$1,215</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2,835</p> <p>3000-3999: Employee Benefits Low Performing Student Block Grant \$2,880.59</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,720.47</p> <p>4000-4999: Books And Supplies Low Performing Student Block Grant \$1,950</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,550</p>	<p>2000-2999: Classified Personnel Salaries Low Performing Student Block Grant \$1,215</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2,747.50</p> <p>3000-3999: Employee Benefits Low Performing Student Block Grant \$2,880.59</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,513.70</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$234.93</p>
Teachers will be given paid summer planning time to develop/refine curriculum that is CCSS or NGSS aligned and to create pacing guides focused on universal design. The planning will focus on meeting the needs of LI, EL, FY, and special education.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$18,500</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,625</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$16,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,000</p>
Maintain centralized program for student data collection and development of local assessments.	4000-4999: Books And Supplies Title I \$3,800	4000-4999: Books And Supplies Title I \$3,520.50
Maintain student access to 1:1 devices.	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$24,000</p> <p>4000-4999: Books And Supplies Title IV \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$35,002.50</p> <p>4000-4999: Books And Supplies Title IV \$10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide CCSS aligned supplemental programs to support differenetiation (intervention and extension) in Math	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$16,500	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$17,894.97
1 teacher will be on special assignmnet and a portion of the job will be to support intervention programs and data collection to monitor student progress principally focused on EL, LI, FY, and special education.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$28,277 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,425.63	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$28,277 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,425.63
A portion of the TOSA's and the science lab coach's jobs will be to support and coach teachers in the further implementation of CCSS and NGSS to better meet the needs of all students but principally LI, FY, EL and special education.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,711.87 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,570.63 1000-1999: Certificated Personnel Salaries Title I \$10,711.87 3000-3999: Employee Benefits Title I \$3,570.63	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,565.74 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,141.26 1000-1999: Certificated Personnel Salaries Title I \$0 3000-3999: Employee Benefits Title I \$0
Maintain instructional aide time for K-1 classrooms to provide additional 1:1 and small group instruction. Services will principally be targeting LI, FY, and EL students.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$24,455.12 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,151.88 2000-2999: Classified Personnel Salaries Title I \$4,044.75 3000-3999: Employee Benefits Title I \$1,348.25	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$46,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11,500 2000-2999: Classified Personnel Salaries Title I \$0 3000-3999: Employee Benefits Title I \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain a push-in math teacher to work in classrooms that have more than 1 grade level.	1000-1999: Certificated Personnel Salaries LCFF \$56,250 3000-3999: Employee Benefits LCFF \$18,750	1000-1999: Certificated Personnel Salaries LCFF \$56,250 3000-3999: Employee Benefits LCFF \$18,750
Purchase books to support physical library, classroom libraries, and digital library.	4000-4999: Books And Supplies LCFF \$5,000	4000-4999: Books And Supplies Title I 7,138.96
Maintain staffing to support and facilitate effective use and maintenance of technology and facilitate makerspace activities.	2000-2999: Classified Personnel Salaries Title IV \$2,500 2000-2999: Classified Personnel Salaries LCFF \$10,500 3000-3999: Employee Benefits LCFF \$3,250 5000-5999: Services And Other Operating Expenditures LCFF \$69,000	2000-2999: Classified Personnel Salaries Title IV \$0 2000-2999: Classified Personnel Salaries LCFF \$21,385.50 3000-3999: Employee Benefits LCFF \$5,346.50 5000-5999: Services And Other Operating Expenditures LCFF \$69,000
We do not have to pay for STEMscopes this school year	\$0	Did not have to purchase this year. They had overcharged us in previous year.
Maintain standard assessment system given to all students at least twice a year in math and language arts.	4000-4999: Books And Supplies LCFF \$9,587.50	4000-4999: Books And Supplies Title I \$9,587.50
No longer applicable	\$0	
Bussing services to after school program where students receive homework help and have a safe place to be after school. This services will be principally focused on EL, FY, and LI students.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$65,000	Shortened due to school closure 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$35,816.70
Supplemental ELD classes provided before/after school or during intersession to provide additional support for English Learners who are identified as not making adequate growth on state or local assessments.	1000-1999: Certificated Personnel Salaries Title III \$7,392 3000-3999: Employee Benefits Title III \$2,070	1000-1999: Certificated Personnel Salaries Title III \$9,596.75 3000-3999: Employee Benefits Title III \$2,767.25

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Title III \$938	4000-4999: Books And Supplies Title III \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Some of these actions and services took on slightly different forms after March 13, 2020 and some were impossible to continue due to school closure. The funds for actions and services that were unable to be completed during school closure were used to support distance learning beginning March 16, 2020 through the end of the school year. Many staff members had to take on different roles and responsibilities to support the shift in schooling. The school purchased more online books, online programs, and materials to go home to assist in learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest challenges of 19-20 happened after March 13, 2020 when we were forced to send students and staff home. The uncertainty of the next few months was hard on the entire community. Our school focused on engaging daily with students on Zoom and providing some sense of connection with their teachers and fellow students. We also wanted students to maintain a regular daily schedule with daily teacher meetings and then asynchronous learning. We were able to move quickly and send home devices to all students with 2 weeks of closure. The more challenging part was helping the parents to learn how to get their kids on the devices. We set up schedules for intervention teachers to meet with students and support specific needs. English Learners met in small groups with either their classroom teacher or an intervention teacher. Teachers made take home kits that parents came by the school to pick up on a regular basis. While we feel we made the very best of the situation and provided our students everything we could, it was nothing short of challenging.

Goal 2

Maintain/increase student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance 19-20 96.5% Baseline 96.46% ADA	Attendance was only recorded up until March 13, 2020 due to the pandemic.
Metric/Indicator Tardies 19-20 Reduce Tardies by 10% Baseline 5,649 total tardies	We did not meet this goal. Tardies continue to be an issue for us. We had 5,708 tardies as of March 13, 2020.
Metric/Indicator Discipline Referrals 19-20 Reduce referrals by 5% Baseline	Goal Met. We were able to reduce the percentage of discipline referrals by 23% in 19-20.

Expected	Actual
228 referrals	
<p>Metric/Indicator Parent Climate Survey</p> <p>19-20 New survey was given in 18-19. Below are key findings to act as new baseline for 19-20. Maintain or improve.</p> <p>My child is safe from bullying at school: 67% agree/strongly agree 17% neither agree or disagree 16% disagree/strongly disagree</p> <p>My school is a safe place to learn: 91% agree/strongly agree 6% neither agree or disagree 2% disagree/strongly disagree</p> <p>My child is safe from violence at school: 77% agree/strongly agree 15% neither agree or disagree 8% disagree/strongly disagree</p> <p>Discipline in this school is fair: 61% agree/strongly agree 30% neither agree or disagree 9% disagree/strongly disagree</p> <p>Baseline Students feel safe at school. Agree and Strongly Agree 97.8%</p> <p>Children want to come to school</p>	<p>This survey was not given due to the pandemic.</p>

Expected	Actual
81.4% Yes	
Metric/Indicator Foundations Committee 19-20 Meet at least 4 times during the school year. Baseline New to the 17-18 school year	This metric was no longer used
Metric/Indicator Student Climate Survey 19-20 Maintain or improve 18-19 key findings/outcomes. Baseline Students reported feeling safe Always and Most of the time: Classroom 85% Restrooms 64.8% Playground 80.5% Fields 82.1% Hallways 80.7% Lunch Area 85.9% Office 83.9% Lab 91.6% Front of School 72.9% Locker Room 72.4%	This survey was not given due to the pandemic

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain enhancements to specialist classes and music program. Additional staff to reduce class size and provide more opportunities for students.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$13,025 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,256.25 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,626.94
Maintain Makerspace	4000-4999: Books And Supplies Title IV \$2,500	
Maintain improvements to the playground, sports programs, and physical education program.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,017
Maintain/improve programs to encourage good attendance.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$87.65
Maintain/improve the academic/behavioral/social-emotional recognition program used to promote student engagement and motivation.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,814.73
Continue implementation of social-emotional/behavioral supports to encourage and scaffold for student success.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,619 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,284.80 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,096.20	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,617.40 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,282.80 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,096.20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain school counselor	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$87,101.07 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,775.27	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$87,101.07 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,775.27

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Some of the actions and services included in Goal 2 were completed prior to the school closure and others were unable to continue in the same fashion after closure, but the staff assigned to those tasks were reassigned to help with distance learning and worked with the regular classroom teachers to support Zoom sessions. All employees remained fully paid during the closure. Social-emotional support became a big focus during school closure from March 16 until the end of the 19-20 school year. Our school counselor pushed out daily lessons or activities to help students deal with the stress and anxiety brought on by the sudden isolation and loss of friends and the support of school. Classroom teachers did check-ins everyday with students to provide another layer of support and held "live" virtual session daily to encourage students. Teachers also checked in on the needs of families and referred them to the office if they were in need of any help.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The specialist program did not continue through the closure in the 19-20 school year, but these employees did help teachers in Zoom classes and provided supervision in small breakout rooms. The school counselor pushed out daily social emotional support lessons to students to help them deal with the stressors of isolation and loss.

Goal 3

Increased collaborative partnerships with parents, community members, and outside service providers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Board of Directors 19-20 Maintain Baseline 2 parent representatives	This metric was maintained in the 19-20 school year.
Metric/Indicator Parent Education and Family Resource Events 19-20 Minimum of 5 events Baseline 8 events in 16-17	Goal Met In 2019-2020 we held 7 Parent Education/Family Resource Events Social Emotional/Growth Mindset Science Night Dual Language Parent Night Internet Safety Reading Night Step Up Night High School Articulation Night

Expected	Actual
Metric/Indicator Language Classes for parents in English/Spanish 19-20 3 cohorts Baseline 3 cohorts	We were unable to complete this goal due to the pandemic. We were able to hold 2 cohorts.
Metric/Indicator ELAC 19-20 Minimum of 6 meetings held with an average of 5 members per meeting Baseline There were 8 meetings with an average of 7 people at each meeting	Due to the pandemic we were unable to hold all of our ELAC meetings in the 19-20 school year. There were 3 meetings before the school closure.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide resources like childcare, food, presenters, and materials to ELAC meetings to encourage and support parent participation.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$250.00	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0
Provide language classes for English Learner parents so they are better able to support their dual immersion child at home. Food and childcare will be provided to support participation.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,174 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$500 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$668	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,174 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$152 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$550

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$958	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$958
Provide language classes for Spanish Learner parents so they are better able to support their dual immersion child at home. Food and childcare will be provided to support participation.	1000-1999: Certificated Personnel Salaries LCFF \$2,174 2000-2999: Classified Personnel Salaries LCFF \$500 3000-3999: Employee Benefits LCFF \$668 4000-4999: Books And Supplies LCFF \$958	1000-1999: Certificated Personnel Salaries LCFF \$2,016 2000-2999: Classified Personnel Salaries LCFF \$0 3000-3999: Employee Benefits LCFF \$515.00 4000-4999: Books And Supplies LCFF \$198.63
Provide resources for family resource and parent education programs. To include but not limited to food, child care, transportation, and materials. Efforts are primarily focused on families of EL, LI, FY and special education.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$350.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$88.00 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$750 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,812	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$229 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$45 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,500 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,107.34
Provide treats and materials/supplies for “Coffee with the Director”, LCAP parent nights, and SSC meetings. Possibly guest speakers.	4000-4999: Books And Supplies LCFF \$500.00	4000-4999: Books And Supplies LCFF \$1,080.34
Parent Square subscription to facilitate home/school communication.	5000-5999: Services And Other Operating Expenditures LCFF \$4,000	5000-5999: Services And Other Operating Expenditures LCFF \$3,375

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

These actions and services were implemented up until closure. The language classes for parents were not able to continue due to challenges with technology, but the majority of the money allocated for this activity had already been expended prior to closure. The communication to families was focused on support during the pandemic. Regular social media posts and Parent Square messages focused on resources related to safety, food insecurity, and home/school connection.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were still able to have some parent nights on Zoom and they were well attended. The language classes for parents were not able to continue due to challenges with technology.

Goal 4

Recruit and retain fully credentialed, high quality teachers and high quality staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Pay Rate 19-20 Maintain the 5% raise from 16-17 Baseline 5% Raise in 16-17	Maintained
Metric/Indicator Induction Program 19-20 All new teachers completing indication program Baseline All new teachers completing induction program	All new teachers participated in the two year induction program with assigned mentors.
Metric/Indicator Certifications 19-20 Teachers supported to complete necessary certifications Baseline Teachers supported to complete necessary certifications	We had no teachers that needed to complete certifications.

Expected	Actual
Metric/Indicator Teacher Qualifications 19-20 100 % of teachers working within certification area Baseline 94% teachers working within area of certification	This goal was not met due to a change in the education code in January 2020. Charter schools will now be required to have teachers in non-core classes hold the appropriate single subject credential. Previously charter schools were only required to have fully credentialed staff teaching core subjects and multiple subject classes. With the passage of this legislation charter schools were given 5 years to bring current staff into compliance with the new law.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain 2 teachers with a portion of their jobs to support/coach teachers in areas of identified need/challenge. This includes but is not limited to CCSS, NGSS, and behavior management.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$33,248 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,312	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$33,248 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,312
Pay for fulltime teachers to complete teacher induction program and/or complete tests/coursework to meet state requirements for job classification and compensate and induction mentor.	5000-5999: Services And Other Operating Expenditures Title I \$10,700 1000-1999: Certificated Personnel Salaries Title I \$2000	5000-5999: Services And Other Operating Expenditures Title I \$13,375 1000-1999: Certificated Personnel Salaries Title I \$2,500
Maintain 5% increase made in 16-17	1000-1999: Certificated Personnel Salaries LCFF \$129,600.12 3000-3999: Employee Benefits LCFF \$44,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$26,399.88	1000-1999: Certificated Personnel Salaries LCFF \$130,200.12 3000-3999: Employee Benefits LCFF \$43,400 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$26,399.88

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers and staff will participate in various trainings (online and live) and certification programs primarily focused on technology integration, CCSS, SEL, PBIS and NGSS. Staff will receive incentives for the completion of certain training/certifications. The trainings will assist teachers in meeting the needs of the most challenging and underperforming subgroups, EL, LI, FY and special education.	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,000</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$14,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,0000</p> <p>Workshops 5000-5999: Services And Other Operating Expenditures Title II \$9,302.93</p> <p>4000-4999: Books And Supplies Title II \$2,819</p>
Staff will participate in training to enhance and improve ELD (integrated and designated) practices, assessments, and monitoring of language acquisition.	5000-5999: Services And Other Operating Expenditures Title III \$4,160	5000-5999: Services And Other Operating Expenditures Title III \$2,337
Recruit and retain fully credentialed bilingual teachers to support the Dual Immersion program. Fully credentialed teachers are prepared to meet the diverse needs of the most struggling populations, LI, EL, FY and special education.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$18,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,500</p>	<p>We had 1 less teacher for this program this year. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$16,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,000</p>
Recruit and retain highly trained staff who will ensure access for every student to CA Common Core State Standards-aligned materials including digital materials with embedded assessments, and who will understand and use curricula, assessment measures, and instruction strategies for limited English proficient students and for low income students.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$47,014</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$8,779</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11,967</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$47,014</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$8,779</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,967</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The only action/service that wasn't completed in Goal 4 was the "Staff will participate in training to enhance and improve ELD (integrated and designated) practices, assessments, and monitoring of language acquisition.". Staff was scheduled to participate in an inservice about two weeks after the closure. This was cancelled and never rescheduled.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The two TOSAs were invaluable during this time. They assisted teachers in training for distance learning and were able to support teachers, staff, and students with the use of technology.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide for the health and safety of students, staff, and community by adhering to COVID-19 guidelines issued by the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), the California Department of Education (CDE), and the Ventura County Public Health Department. This includes providing PPE such as masks and gloves, hand-washing stations and hand sanitizer, preparing school and classroom spaces to maintain social distancing, and additional cleaning and sanitizing of all facilities.	20,000	24,000	No
Health Materials: Additional thermometers to screen student temperatures and additional supplies to respond to student or staff who display signs of illness.	500	3,240	No
Disinfecting Materials: Additional materials to support effective routine disinfection of high touch surfaces.	18,000	9,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing when administering assessments of for individualized instruction.	1,000	2,905	No
Purchase additional outdoor equipment to accomodate for children playing in cohorts at recess		5,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Disinfecting materials actually ended up costing less than we expected. This was hard to estimate until we were actually in it. We also realized after adopting this plan that a safe outdoor playtime would require that each cohort have it's own play things requiring us to purchase a lot more stuff.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

UPCS reopened for in-person hybrid instruction in October 2020. The biggest challenges were logistics and staffing. The hybrid/cohort model required that groups of students stay together all day and that contacts are limited. To do this well we needed at least 10 campus supervisors that could work almost all day. The logistics of ingress/egress, daily schedules and cohorting were a challenge. The biggest challenge for teachers was teaching in-person and online at the same time, but it was very important to our community that students stay with their regular teacher no matter what mode of instruction the student was enrolled in. We were able to design a full day hybrid model, which provided the most ideal situation for students and families and more in-person instructional time.

Another success was the ability for students to move from full distance to in-person as needed due to family situations. When we first reopened physically we had about 52% of our student population return and by the time the school year ended we had 75% back for in-person. Small modifications were made to the schedule over the year to best meet the needs of both the in-person and distance students and the teachers.

Staffing ended up being the most challenging obstacle. Staff would have to quarantine because of COVID like symptoms, sometimes for 14 days. For teachers we tried to allow them to teach from home and Zoom into the kids at school and the kids at home, but that meant we needed a warm body in the classroom to supervise the students at school. We were using all staff to the fullest to keep kids in small cohorts for recess, lunch, and playtime so extra staffing was hard to come by. Luckily, we had a small group of loyal subs who were fully trained in all of our platforms and we had our two TOSAs as well as our school counselor and administrative team that could all jump in to cover a class as necessary. While this was very challenging the goal was to keep continuity for our students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Touchscreen Chromebooks for K/1 students - The K/1 students had 1:1 iPad mini devices which made online learning challenging and limited the teachers ability to provide a well-rounded learning experience. We purchased touchscreen devices to allow the students to use the touchscreen to manipulate within applications rather than the need for a mouse or the need to type.	75,000	71,486	Yes
Purchase Headphones and mice to support digital learning	5,000	3,900	Yes
Hourly Staff: Additional hours for training in COVID-19 practices and online support to assist in student engagement (principally focused on homeless, foster, low income, English learners, and special education)	12,000	12,000	Yes
Purchase Programs to support digital learning: Achieve 3000 and Smarty Ants, Go Guardian,	45,200	46,000	Yes
Books for Digital Library - increase student access to reference material and books for students	3,000	3,953.89	Yes
Additional Translation Services for parent meetings and translation of documents	3,500	3,954	Yes
Cases for Chromebooks - to assist students during hybrid learning to transport device to and from school	9,000	2,188	Yes
Backpacks for Ipad - to assist students during hybrid learning to transport device to and from school	775	773	Yes
Extra Duty Pay for teachers on Curriculum Council to develop distance learning plan for the school and design and prepare the 5 days of professional development for teachers and staff	5,000	5,000	Yes
School-wide assemblies to promote social-emotional well-being	2,000	1,875	Yes
Supervision and assistance for students during distance learning. Services will principally be focused on English Learners, Low Socio-	500,000	225,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
economic, homeless, and foster youth and students. Supervision and Distance Learning assistance will be provided for families who are unable to provide supervision for their child(ren) OR who lack the resources that allow for affective distance learning. The children who access this resource will be provided with supervision and distance learning assistance during school hours and only on days when school is in session, whether in 100% distance or during hybrid learning on days when the student is not scheduled to be present at school.			
Chromebook replacements - to replace old, broken, and outdated technology grades 2-8	80,000	86,684.66	Yes
Hotpots - hotspots will be distributed to families that have no/faulty Wifi connection. Services will principally be focused on English Learners, Low Socio-economic, homeless, and foster youth and students.	8,000	8,684	Yes
Online Learning Platform for teachers/staff to support distance learning	1,500	1,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The distance learning assistance and supervision program came in at about 1/2 of the estimated costs because we were able to reopen sooner than expected for in-person instruction. Some of the chromebook cases were purchased in the 19-20 school year and are not included on the 20-21 LCP actuals.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The UPCS distance learning model provided continuity of instruction and allowed for a fluid transition from full distance to hybrid without missing a beat. Students stayed with the same teacher whether the whole school was in full distance, if they chose to stay in 100% distance, OR if/when they decided to transition to hybrid. This continuity ensured the best possible instructional program for students. Our students did very little asynchronous learning. Most of the required instructional minutes were spent with a teacher.

All students had access to a working device, but many of our devices were old and not as reliable as we would like, so by the end of the year all students had a 2019 or better chromebook. Purchasing new equipment was very challenging because things were on back-order for a very longtime. This created frustration on the part of teacher, students, and families. UPCS provided hotspots to all families that had either no internet or unreliable internet.

For families in hybrid that needed learning assistance on the students "home" days, we were able to provide distance learning assistance at the local Boys and Girls Club. Teacher closely tracked student attendance and engagement and logged both into our student information system. We created a Re-engagement Team, called SERT, that included our school counselor and one of the TOSAs. They would review referrals from the attendance clerk and classroom teacher regarding student participation in distance learning. The SERT would review a student's case and then reach out to families to discuss challenges they may be having at home and to see what help the school could provide in the way of strategies, materials, or a reminder that their child could return in hybrid and attend Boys and Girls Club on distance days.

Teachers and staff participated in 5 full days of professional development prior to the school opening to learn how to use all of the tools and programs we were deploying. We also provided teachers with collaboration time built into the school day on Wednesdays. Teachers could meet together as a team or with administration to work on problem solving, planning, and organizing. We also used this time for small training opportunities and staff meetings.

While in full distance support staff's roles changed the most. Campus supervisors pushed into teacher's Zoom classes to support small group collaboration and intervention, they also helped out with passing out and collecting equipment. When in-person instruction was happening the campus supervisors screened students at the gate and spent a good portion of their day wiping down high touch surfaces. They also supervised small cohorts of students through morning snack/recess and lunch/recess. Our enrichment teachers also had a significant change to their teaching schedule. Enrichment usually happens 3 days a week for 1 hour per class. Due to the constraints of the schedule, specialist classes were moved to 30 minutes 5 days a week per class. The school counselor, attendance clerk, director of student support services, and one of the TOSAs took on the huge task of student attendance and engagement. The teachers were also tasked with a huge burden of tracking all student engagement. This was a time consuming requirement for teachers and the rest of the team as they had to review it weekly. The TOSAs, counselor, and administration had to substitute many times due to a shortage of subs throughout the school year.

The UPCS intervention team continued to provide intervention to students via distance learning due to the challenges with the cohort model and the challenge of space on campus for regrouping that would accommodate safety measures. The middle school special education teacher did push-in via Zoom but then did hold in-person directed studies classes in the afternoon for those students who were on campus and on Zoom for those at home. The elementary special education teachers, speech and language pathologist and other services were all provided full distance. The school counselor was available for students on Zoom and at school.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Data System - to house student data, allow for data disaggregation across teams and school-wide, digital assessment tools for students	3,000	3,000	Yes
Intervention teachers to target learning loss for students principally focused on ELs, homeless, foster, low-income, and students with exceptional needs. Intervention teachers will pull students during the school day for small group assistance focused on specific skills.	88,000	80,000	Yes
Intervention opportunities after school and during intercession to provide assistance to students who are struggling academically and/or suffering from learning loss. Services will principally be focused on ELs, homeless, foster, low-income, and students with exceptional needs.	33,000	33,000	Yes
Summer School Program to mitigate learning loss principally focused on ELs, homeless, foster, low-income, and students with exceptional needs.	24,000	24,000	Yes
Hourly staff to assist in teacher Zoom sessions to provide students the opportunity to work in breakout rooms and receive more adult assistance. This is especially helpful for students who are struggling academically or those who are English Learners and may hesitate to share or ask questions in large groups. Upon physical reopening will be assigned to assist with specific pods on campus and help online.	150,000	150,000	Yes
Additional services for English Learners (Title III Funding) after school and during intersession	7,000		Yes
Additional teaching staff to assist teachers in combo grade classrooms to ensure that all students have equal access to grade level math instruction	60,000	60,000	Yes
TOSA and Science Coach providing support for digital programs and technology and coaching for staff	170,000	170,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Staffing was problematic during the 20-21 school year. We were unable to secure extra staffing for all intersession opportunities and were unable to provide the additional services to English Learners during intersession.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

UPCS students participated in synchronous learning for the majority of the instructional day providing them with ongoing support from their classroom teacher. Asynchronous learning was assigned primarily for practice of skills being taught during instructional time. Teachers used open-ended, floor to ceiling tasks that allowed children to work at their appropriate level and access the standards. Teachers used whole group and small group strategies. Student schedules were set up to allow for multiple brain breaks and time away from the screen.

Teachers used formative assessments to drive forward instruction and to identify students for remediation or acceleration in 1:1 or small groups. It was challenging to find authentic summative assessments that could be equal in hybrid and full distance programs. Teachers used modified MARS/MAC assessments and shared results with families during parent teacher conference times. In ELA the K-5 teachers utilized DRA2 running records which were given in-person to hybrid students and 1:1 online with 100% distance students. We used Nearpod widely as a tool to collect on the spot formative assessment data that teachers could use in the moment and as a planning tool. We also gave the CAASPP to 3-8 grade students in late spring as well as the CAST.

The UPCS intervention team provided tutoring in small groups and 1:1 after instruction time with the teacher was over so that students didn't miss any classtime with thier teacher. The intervention teachers met with the students on their "home" days utlizing Zoom. We also offered a spring break school for students who were struggling. A challenge was that many times students did not attend these additional tutoring opportunities because parents felt that children were overwhelmed.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

UPCS placed a big emphasis on the social and emotional well-being of our students from the very beginning of the pandemic. This theme ran as a thread throughout the planning and implementation of the entire school program.

The UPCS model of support is based on the CASEL Social Emotional Learning model's five competencies:

Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset

Self-management - managing emotions, controlling impulses, and setting goals

Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity

Relationship skills - communication, cooperation, and conflict resolution

Responsible decision-making - understanding and thinking about the consequences of personal behavior

Mental Health and Social and Emotional Well-Being are supported through a Multi-Tiered System of Support.

To support students:

The school counselor provided weekly lessons that were pushed out asynchronously to students by grade level. She also pushed out little lessons/activities into our daily news show.

Teachers did daily check-ins with students as a regular routine in their class. Students were provided ways to communicate with their teacher and share concerns and ask for help or to see the counselor.

SERT team addressed re-engagement plans for how to support families who were struggling with providing them resources, home visits, check in's, etc.

School counselor was available for mental health support and SEL support with check in's, parent and student consultations, referrals for needed supports, SEL lesson support, etc.

The most challenging aspects were distance, time, COVID safety precautions. It is hard to connect when you have so many of these challenges.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Communication went out weekly to families via Parent Square with a weekly bulletin and social media. School Site Council, English Learner Advisory Council, and the Board of Directors all met monthly in a public Zoom meeting. We also collected stakeholder input using parent input nights and surveys. When we faced challenges with student engagement we used the process below to re-engage.

Tier 1: Classroom Level - Teacher

Once a teacher notices disengagement, either in synchronous or asynchronous learning, they will immediately engage in the following reengagement options:

Teacher Level Re-Engagement Options:

Conference with student and parent to solicit ideas from student on how to re-engage

Require student/family to participate in weekly 1-1 phone/video check in

Written communication with parent/guardian to report progress - response required

Offer extended time for assignments

Provide alternate ways to turn in assignments (pictures, leaving in a bin at school)

Teacher makes a Tier 2 referral for:

School counselor

School nurse

1-1 training on how to access all platforms/software used

Possible accommodations if concern is live lesson disengagement

Little or no progress on re-engagement after 3 attempts

Tier 2: School Support Team

If the student continues to struggle with engagement or a specific need arises, a referral will be made to the school support team. The schoolsupport team, which could include the school counselor, district nurse, and technology department will then make three attempts to engage the student

School Support Team Level Re-Engagement Activities

Conduct Student Engagement Review Team (SERT) meeting

Provide SERT contract with re-engagement agreements

Connect family with outside community resources

Educate family on their responsibility with compulsory education

Schedule weekly check ins with the administrator (phone, email or video)

Schedule up to 4 sessions with school counselor if concern is a social-emotional issue

Arrange for a school nurse to collaborate with family if the concern is a medical issue

Tier 3: School Administrator Level

If no progress is made, the student will be referred to the Director or Executive Director. The Director or Executive Director will reach out to the family, along with the School Resource Office (SRO), for a well-being visit in the home.

That visit could include the following steps:

Inquiring as to reasons why the student is not engaged to identify any barriers

Educating about compulsory education and potential penalties for failure to comply

Developing a plan with the parent for engagement. The parent will sign in agreement acknowledging that if they do not participate in the plan, the Student Attendance Review Board process will be initiated.

Discussing other educational options

Challenges:

The best solution for most families would have been to be back at school with after school programs that provide transportation. This was not the reality in this situation and because of that many students were left to learn from home for the entire year with little or no support. It was very challenging to help these families with solutions and get their children on track with learning routines. We realize

how much families rely on us for "childcare" with our early, 7:15 am, drop off and the bus to the Boys and Girls Club during a "normal" school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

UPCS contracts food services with Pleasant Valley School District. Meal pick-ups were offered twice a week during full distance instruction days/weeks. Students who returned to in-person schooling were able to access breakfast and lunch while at school and 100% distance students were able to participate in "Grab n'Go" meals distributed twice a week. Students who were participating in our distance learning assistance program provided at the Boys and Girls club had school meals delivered daily for both breakfast and lunch. PVSD did a great job providing meal service for our students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

UPCS has learned many lessons during the 20-21 school year. First of all we realize the value of quality in-person instruction. Traditional schooling can't be replicated in online or hybrid schooling. We also more greatly value collaborative learning which was very challenging in hybrid and online.

We know that many of our students will have great academic needs in the 21-22 school year as a result of the pandemic. We also heard from families that one of their biggest worries is that their child may have missed essential learnings over the last year. Many of the actions and services in Goal 1 of the LCAP 21-22 are specifically designed to address this need such as: Intervention teacher/programs, summer school, additional instructional aides to help with differentiation, and instructional programs.

Students and staff suffered a lot of stress and anxiety during the 20-21 school year. The need for increased resiliency became evident and prompted Goal 2, Action 8 which will included a two year journey on trauma informed practices centered on resiliency.

In the family survey, it was widely expressed the desire for after school clubs, sports, and activities. Students have really missed some of the things that make school fun and increases their sense of connectedness and belonging. The actions and services in Goal 3 focus on social emotional supports and activities that increase student motivation and connectedness.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

UPCS is aware that we will not really fully understand how the pandemic will affect students in the short and long term until we return to full in-person instruction and even then we may not understand it all right away. UPCS will spend the first two weeks of the 2021 school year to assess students present levels of learning on key grade level standards so we can quickly get solid baselines and begin targeted instruction from the beginning of the year. We will do this by having a minimum day schedule for the first 8 days. We believe this might also help students to transition back into full days of school too. With solid baseline data students can quickly be placed in appropriate intervention and the teacher can create learning groups and plan appropriate instruction to meet the needs of the class without missing out on valuable time. We are also employing additional support teachers to provide push-in and pull-out instructional assistance and meet the unique needs of our students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The only substantive difference would be because of the difference in the cost of the Distance Learning Assistance Program. We had budgeted based on being in full distance learning much longer than expected, but because we reopened in late October the program became much smaller with all kids at the club being on campus two days a week.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

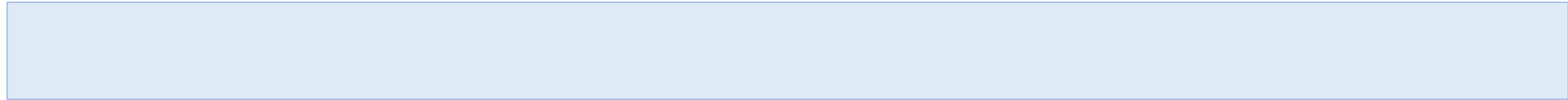
UPCS had identified several areas that we had planned on addressing in the 20-21 school year prior to the pandemic hitting in March 2020. Many of those initiatives and goals are still relevant and can be found in the LCAP for the 21-22 school year, but, due to the pandemic, there are many new things or things that have morphed due to our current context.

On surveys and during input meetings the students, staff, and families all expressed the need for students to be motivated and engaged in school again. Students began to have "learning" fatigue and lost the ability to attend to prolonged learning experiences. Zoom allowed students to disengage easily and be distracted by outside influences more than when a student is in person. Student engagement or re-engagement in school is a focus that will not only support a students academic growth but it will also support a students social-emotional growth and stability. Goals 1 is focused on students academic achievement and metrics to demonstrate growth and Goal 3 is focused on the social-emotional, motivation, and school-home connection. There was also a strong desire expressed at input meetings and on the staff survey to have a formalized social-emotional curriculum that provided continuity across the grades. Goal 3 includes actions and services focused on SEL curriculum and supports.

In the annual student survey we see evidence that indicates a need to work on student efficacy. In Hattie's 2018 Updated List of Factors Related to Student Achievement, self-efficacy has a .92 effect size. Self-efficacy refers to the set of beliefs that students hold about their ability to complete a particular task. UPCS teachers began work on student efficacy through math cycles in 2018-2019 and into 2019-2020. The pandemic had a negative effect on self-efficacy for students and teachers. Goal 2, 8 is written to address the need for professional development on resilience and trauma informed practices. Through this professional development UPCS teachers and staff will work self-efficacy and collective-efficacy. This work will strengthen teachers and staff and assist them in guiding students to greater self-efficacy. Our entire community will be strengthened by this work.

Teachers used local data to identify students for in-person and intensive online summer school. Summer School is identified as an action in Goal 1,3. In-person summer school is project based and focused on engagement and social-emotional with an enriching curriculum. Intensive online summer school is focused on specific skills, identified by classroom teachers, and will be done in short daily lessons over a two week period.

Reclassification of English Learners and English Learner progress is an identified need as this group of students was disproportionately during the pandemic. Goal 1,7 provides for supplemental services specifically for long-term or at-risk of becoming a long-term English Learner. These services will happen either before school, after school or during intersession. There is also Goal 2,6 to provide professional development for teachers, across the subjects, in how to make instruction accessible to English Learners and how to ensure success.



Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,233,231.03	1,270,016.23
	0.00	0.00
LCFF	354,737.62	351,517.09
LCFF Supplemental and Concentration	640,465.47	693,354.91
Low Performing Student Block Grant	30,117.44	30,117.44
Title I	160,350.50	148,032.73
Title II	23,000.00	22,293.06
Title III	14,560.00	14,701.00
Title IV	10,000.00	10,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,233,231.03	1,270,016.23
	0.00	0.00
1000-1999: Certificated Personnel Salaries	654,772.31	727,293.60
2000-2999: Classified Personnel Salaries	69,663.67	84,790.80
3000-3999: Employee Benefits	205,937.55	183,526.65
4000-4999: Books And Supplies	129,247.50	137,898.55
5000-5999: Services And Other Operating Expenditures	173,610.00	136,506.63

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,233,231.03	1,270,016.23
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	188,024.12	188,466.12
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	324,897.47	406,348.39
1000-1999: Certificated Personnel Salaries	Low Performing Student Block Grant	20,321.85	20,321.85
1000-1999: Certificated Personnel Salaries	Title I	105,136.87	92,389.36
1000-1999: Certificated Personnel Salaries	Title II	9,000.00	10,171.13
1000-1999: Certificated Personnel Salaries	Title III	7,392.00	9,596.75
2000-2999: Classified Personnel Salaries	LCFF	11,000.00	21,385.50
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	50,903.92	62,190.30
2000-2999: Classified Personnel Salaries	Low Performing Student Block Grant	1,215.00	1,215.00
2000-2999: Classified Personnel Salaries	Title I	4,044.75	0.00
2000-2999: Classified Personnel Salaries	Title IV	2,500.00	0.00
3000-3999: Employee Benefits	LCFF	66,668.00	68,011.50
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	93,900.08	87,582.31
3000-3999: Employee Benefits	Low Performing Student Block Grant	6,630.59	6,630.59
3000-3999: Employee Benefits	Title I	36,668.88	18,535.00
3000-3999: Employee Benefits	Title III	2,070.00	2,767.25
4000-4999: Books And Supplies	LCFF	16,045.50	1,278.97
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	99,014.00	98,117.21
4000-4999: Books And Supplies	Low Performing Student Block Grant	1,950.00	1,950.00
4000-4999: Books And Supplies	Title I	3,800.00	23,733.37
4000-4999: Books And Supplies	Title II	0.00	2,819.00
4000-4999: Books And Supplies	Title III	938.00	0.00
4000-4999: Books And Supplies	Title IV	7,500.00	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	73,000.00	72,375.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	71,750.00	39,116.70
5000-5999: Services And Other Operating Expenditures	Title I	10,700.00	13,375.00
5000-5999: Services And Other Operating Expenditures	Title II	14,000.00	9,302.93

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Title III	4,160.00	2,337.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	694,324.69	645,761.68
Goal 2	152,876.34	150,700.31
Goal 3	17,350.00	13,900.31
Goal 4	368,680.00	459,653.93

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$39,500.00	\$44,145.00
Distance Learning Program	\$749,975.00	\$472,998.55
Pupil Learning Loss	\$535,000.00	\$520,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,324,475.00	\$1,037,143.55

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$39,500.00	\$44,145.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$39,500.00	\$44,145.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$749,975.00	\$472,998.55
Pupil Learning Loss	\$535,000.00	\$520,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,284,975.00	\$992,998.55