

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

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

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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

Increase availability and access to universal and targeted academic support programs that facilitate student success in an academically rigorous, college-going learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority #3 Parental Involvement

Priority #4 Pupil Achievement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>100% of our junior high students will be progress monitored in the areas of math, language arts, and science; frequency of progress monitoring will occur based on assessment calendar. Data review will occur during collaboration. 100% of students in courses that offer an MDTP assessment will be administered the test as a means to further identify needs and readiness for next course.</p>	<p>All students were progress monitored internally. Collaboration notes document progress monitoring via internal assessments as well as grades and social-emotional concerns. Due to COVID restrictions, not all students participated in state testing programs that support progress monitoring; range of participation amongst grade-levels and tested subject areas was 90%-96%.</p>
<p>100% of students in grades 8 -11 will be administered the PSAT as a means to monitor progress towards college and career readiness benchmarks. 100% of the students not meeting benchmark will have their overall progress reviewed (e.g. academic grades, teacher input, pattern of academic performance) in consideration of support options.</p>	<p>Due to COVID restrictions, not all students participated in PSAT test administrations. Some distance learners opted to not participate. Assessment outcomes will be reviewed by the leadership team and administration in July of 2021.</p>
<p>100% of students enrolled in BRIDGE 7, BRIDGE 8, BRIDGE 9 and/or Math Support/Lab will have instruction and course plans designed to meet their individual needs as indicated by multiple measures, including state test scores.</p>	<p>100% of students enrolled in BRIDGE 7, BRIDGE 8, and BRIDGE 9 received instruction and ancillary supports through Office Hours, Tutoring, and counseling services designed to meet their individual needs as indicated by multiple measures; State test scores were not used due to the pandemic. Math Lab was not offered due to low class sizes/staffing factors.</p>
<p>100% of students enrolled in BRIDGE and Math Lab courses will demonstrate participation and engagement in learning as represented by a grade of B or better.</p>	<p>Math Lab was not offered due to low class sizes/staffing factors. 95% of BRIDGE 7 and 8 students earned a grade of B or better and are showing positive progress, academically and socially.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase EADMS/IO Ed diagnostic instrument to assist in the determination of students needing remediation in math, language arts, and/or science	\$ 7,500.00	\$3,840.00
Allocate sections in the Master Schedule to address literacy/academic skills and math remediation needs, and study hall opportunities. New for 2019-2020 is the addition of Bridge 9.	\$ 66,000.00	\$85,962.29
Resources for literacy/academic skills, math remediation, and Bridge 9	\$1,000.00	\$417.77
Maintain additional Counselor added in 2015-2016 for continued academic and student support services.	\$115,000.00	\$119,149.51
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. (Room 299 Resource Center)	\$ 52,000.00	\$58,022.88
Parent Involvement/Education classes will be offered to better equip parents to support their students in college-prep learning environment.	\$ 1,000.00	\$0.00
Study Hall classes will continue to be offered to both junior high and high school students as an increased academic support service.	\$180,000.00	\$169,870.92
Academic Saturday School will be offered for middle school students.	\$ 1,000.00	
Home-to-School Transportation	\$ 40,000.00	\$38,548.00
Provide after-school transportation for students attending after-school care at the YMCA.	\$ 4,000.00	\$4,900.00
Provide support for homeless students: fuel cards, instructional resources and supplies	\$ 1,500.00	\$575.00
ELPAC Administrator Training	\$ 1,000.00	\$428.33

Goal Analysis

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

Parent involvement/education classes were held in-person and via zoom in the 2019-2020 school year. There were no costs associated with these meetings and funds were re-routed to support students, families, and teachers throughout the school year as indicated through other various actions and services.

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

Successes include ongoing promise of BRIDGE courses and learning opportunities, the additional monitoring and early intervention services offered through an MTSS approach, safe transportation to after school care at the Y, and additional resources provided to EL students who are consequently being reclassified as English proficient. An area of growth is reviewing the EADMS services as the resource for benchmark assessments for English and math.

Goal 2

Students will be immersed in rigorous academics and meaningful extra-curricular activities and supported close-knit community of teacher/advisors, which will enable them to choose any course of post-secondary education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1, Basic Services
Priority 2, Implementation of State Standards
Priority 4, Pupil Achievement
Priority 6, School Climate
Priority 7, Course Access
Priority 8, Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
6 Dual Enrollment courses	6 Dual Enrollment Courses
Increased % of students accessing advanced math by completing summer school course offerings.	Nearly doubled the % of students accessing and completing summer school offerings (Geometry)

Expected	Actual
By spring of 2019, 80% of high school students and 50% of JH students will report an awareness of Naviance and have accessed the tool as a resource for college and career readiness.	As indicated in student surveys, a minimum of 90% of all U-Prep students feel that U-Prep is preparing them for college. Naviance is one of the tools utilized for college and career readiness. Other indicators of college and career readiness include high performance on PSAT (grades 8, 10, 11) and state test scores, AP course engagement and success, and the California Dashboard College Indicator Blue.
Development and implementation of Challenge Success Action Plan - 100% of the initial action plan will be activated.	Due to the pandemic, the Challenge Success action plan was not fully activated. The CS Board continued to meet and discuss options for future engagement, to include attending a fall conference.
College and Career Indicator will demonstrate maintenance or growth in % prepared. A-G eligibility will remain at least twice as high as Shasta County graduates.	The College and Career Dashboard Indicator is Blue. A-G rate is more than twice as high in the county.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continuance of dual enrollment offerings for students (embed with AP offerings taught by U-Prep staff)	\$285,000.00	\$287,090.30
Summer School for math advancement	\$ 6,000.00	\$3,263.57
Utilize Naviance as a tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions (6 th -12 th grades)	\$ 6,000.00	\$3,486.10
Provide opportunities for students to be better prepared to succeed in a college and career readiness environment at U-Prep including: AP test prep (AP Retreat), AP resources, Senior Transition, Senior Service, Advisory curriculum, college trips, and student support services through academic, social, and emotional counseling including student and parent information nights. A. College and Career Readiness Activities B. Advisory Curriculum C. AP Retreat and Resources	\$ 17,500.00	\$2,025.00
Purchase and administration of the PSAT for all 8 th , 10 th , and 11 th grade students.	\$ 6,000.00	\$5,415.00
Develop goals through participation in the Challenge Success program	\$ 5,000.00	\$0.00
Enhance learning opportunities through accessibility to the 21 st Century Classroom; utilization of technology as a tool for learning in a global community A. Technology Replacement B. New Technology	\$150,000.00	A. \$82,996.63 B. \$6,712.89
Ensure/provide all students with sufficient instructional materials in the four Core subjects, and other subject areas within the instructional program A. Textbooks including replacement and new adoptions. New adoptions include NGSS (JH), AP Psych, Pre-AP Biology/NGSS, AP Geography, and Algebra II. B. Instructional Resources Including Software.	\$200,000.00	A. 98,981.70 B. \$13,398.77
Participation in Pre-AP	\$ 8,000.00	See Professional Development Goal #3
Purchase and Administer the National Latin Exams	\$ 1,200.00	\$1,347.00
Increase course offerings to include Business/Marketing Course.	\$ 12,000.00	\$18,416.77

Goal Analysis

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

Due to the pandemic, the AP Retreat was cancelled. Technology and instructional resources were redirected to support distance learning/virtual teaching combined with in-person learning, March 2020 through May 2021. Pre-AP PD is accounted for in Goal #3.

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

Most all actions/services were achieved, although not necessarily in the same manner. This was due to the pandemic and associated restrictions. 85% of the students returned to full-time in-person instruction in fall 2020; 15% remained on distance learning (virtual access of classroom) throughout the 2020-2021 school year. The challenges mostly resided in the areas of restrictions, such as not being able to safely gather for an overnight AP Retreat.

Goal 3

Through a model of continuous improvement, all staff will be provided with ongoing training and collaboration; identified areas of focus will be aligned with the school mission and data outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2, Implementation of State Standards

Priority 4, Pupil Achievement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of Professional Development funding will be geared towards keeping faculty current; priority access with staff who haven't engaged in PD for at least two years and faculty engaged in new developments.	Due to the pandemic and associated restrictions, PD options were limited to those available online. Given our local shift to learning how to teach in-person and virtually at the same time, most professional learning occurred organically and/or through periodic internal trainings.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development and Collaboration	\$ 45,500.00	\$ 23,371.00
Professional Development and Collaboration for Pre-AP Program	\$ 13,000.00	\$ 2,774.39
Leadership Team Summer Retreat	\$ 0.00	\$18,427.30
ATP Teacher Training	\$ 0.00	\$ 4,200.00

Goal Analysis

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

Due to the pandemic and associated restrictions, PD options were limited to those available online. Scheduled conferences/trainings (growth mindset) were cancelled. Given our local shift to learning how to teach in-person and virtually at the same time, most professional learning occurred organically and/or through periodic internal trainings.

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

COVID-related restrictions (e.g. travel and lodging) posed significant challenges. The internal focus on teaching online and in-person at the same time became the priority.

Goal 4

Provide a safe and orderly learning environment that supports a positive school climate and culture.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3, Parental Involvement
Priority 5, Pupil Engagement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
80% of students and parents surveyed in 2017-2018 reported feeling safe on campus. Administer climate survey in 2019-2020. Analyze data. Assess progress towards goal.	A student climate survey was administered to 100% of U-Prep students in fall of 2019. Data was shared/analyzed by staff and parents/Parent Venture for ongoing improvement. Data was utilized during WASC for goal development purposes.
100% of parents surveyed (2017-2018) are satisfied with and are accessing the various forms of communication currently offered. Administer climate survey in 19-20. Analyze data. Assess progress towards goal	A parent climate survey was administered to 100% of U-Prep parents in fall of 2019. Data was shared/analyzed by staff and parents/Parent Venture for ongoing improvement. Data was utilized during WASC for goal development purposes.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue to provide a Student Safety Supervisor to assist campus security and implementation of the School Safety Plan.	\$ 16,000.00	\$ 16,562.00
School Safety Committee will develop an updated action plan that is responsive to the input received from the staff, climate, and LCAP survey data.	\$ 2,500.00	\$ 0.00
Alice Training	\$ 2,500.00	\$ 1,440.00
Provide on-going communication with students, parents, community partners, and the School Board through a variety of sources which include; re-designed website, print, and automated messages (School Messenger), and school App.	\$ 6,000.00	\$ 6,675.25

Goal Analysis

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

No funds were required to implement an updated safety plan; additional monies were rerouted to expand the campus security services and home-school communications.

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

100% of staff are up to date with ALICE training. Feedback from the parent community regarding school communication is very positive. Practicing ALICE protocols with staff and students was a challenge this past year due to the pandemic.

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
Sanitation Materials approved for use against COVID-19 including but not limited to; hand sanitizer, hand sanitizing stations, disposable gloves, masks/shields, disinfectant spray and wipes, towels, and disposable rags.	\$ 70,000.00	\$ 25,000.00	N
Purchase plexi-glass “sneeze guards” where necessary to improve health and safety of faculty, staff, and students. Locations include student tables, teacher desks, and in common areas such as science lab stations, computer lab, media room, and the Food Court.	\$ 15,000.00	\$ 9,500.00	N
Signage is placed throughout the campus as reminders to demonstrate social distancing, to direct one-way/two-way pedestrian zones, and practice safety measures to help stop the spread of COVID-19.	\$ 4,000.00	\$ 3,173.82	N
Maximize in-person instruction by allocating 15 additional course sections in order to decrease class size and maintain minimum of 3’ of distancing.	\$ 219,728.00	\$ 254,767.33	Y
Maximize in-person instruction by allocating 1 additional FTE in order to decrease class size and maintain minimum of 3’ of distancing.	\$ 71,438.00	\$ 74,397.46	Y
Establish an Isolation Room Supervisor stipend and hourly staffing.	\$ 8,500.00	\$ 6,000.00	N
Increased hours of security to provide additional supervision during unstructured times and throughout the day, among other duties associated with implementation of COVID-19 site-based protocols	\$ 40,000.00	\$ 35,436.05	N
Staff Professional Development sessions orient around deployment, monitoring, and ongoing adjustment of reopening plans. Summer Leadership Team planning sessions.	\$ 10,000.00	\$ 11,648.69	N

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.

Differences between planned actions and budgeted expenditures for in-person instruction and what was expended include an increase in section allocation to reduce class sizes in alignment with 3ft distancing. Due to additional PPE provided by the state through the Shasta County Office of Education, less purchasing occurred than anticipated.

Analysis of In-Person Instructional Offerings

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

Due to the consistent implementation of recommended COVID-19 mitigation procedures and strategies (face masks, cohort grouping, social distancing where possible, sanitizer and hand washing, etc.), University Preparatory School has been able to maintain a consistent 5 days per week in-person instructional program throughout the 2020-21 school year. Parent surveys indicated that 85% of school families desired in-person in August 2020; 15% desired full-time distance learning. The breakdown of in-person and virtual learners remained steady throughout the year until 4th quarter when more students began returning to in-person instruction. By the end of the year, 90% of U-Prep students were in-person. One of the most impressive successes has been the minimal transmission of COVID cases through in-person instruction that the school has experienced. In order to safely provide in-person instruction, the school has increased staffing by adding 17 additional sections to the Master Schedule and assigning the Distance Learning program to an Administrative intern and school counselor. This increased staffing provided much-needed support by allowing class sizes to be smaller and maintaining 4' of distancing between students in over 75% of our classrooms. All classrooms maintained a minimum of 3' distancing.

The ability to maintain consistent delivery of in-person instruction has helped classroom teachers to deliver standards-aligned quality first instruction and use formative assessment measures to monitor student learning and modify instruction as appropriate. As a consequence of quarantines and contact tracing, however, school staff as well as students toggled between home and school for teaching and learning periodically throughout the year; this was disruptive to learning. School assessments and multi-tiered systems of support were used to identify students who struggled, academically and socio-emotionally.

Despite the successes, there have been challenges with providing and maintaining effective in-person instruction during the COVID-19 pandemic. The greatest challenge has been staffing. Finding adequate substitute staff needed to cover absences due to illness, self-quarantining, and personal necessity has been a challenge for school administration throughout the 2020-2021 School Year.

Supporting students and staff and meeting their social, emotional, and mental health needs through the in-person instruction has also been a challenge. In-person instruction has delivered many challenges in the redesigning of school schedules and staff roles and responsibilities throughout the school year, requiring considerable flexibility on the part of all stakeholders. Another significant challenge was offering in-person and distance learning at the same time; this was a learning experience for everyone. A designated

distance learning coordinator assists more specifically with home-school communications to help mediate concerns as issues surfaced. Staff worked diligently to master dual platforms and to keep distance learners engaged; professional development was provided to 100% of the faculty and counselors in January 2021; promising strategies were explored for school staff and students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional technologies (hardware and software licenses) were secured to support distance learning (e.g. webcams, wireless microphones, hotspots, software subscriptions)	\$ 68,500.00	\$ 68,500.00	Y
Online texts to meet the academic needs of students and teachers by overlaying distance learning with in-person instruction.	\$ 50,000.00	\$ 51,205.94	Y
To support the development and management of Distance Learning Plans, a Distance Learning Coordinator was established through the administrative internship program.	\$ 120,000.00	\$ 123,314.40	N
Site counselors are providing assistance through distance learning programs as needed.	\$ 35,000.00	\$ 45,086.57	Y

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.

There are no 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.

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.

Throughout the 2020-21 school year, University Preparatory School has been able to provide a distance learning program option for parents who for various reasons did not want to have their students participate in in-person instruction. To date, the school has had 10-15% of the student body access their classrooms virtually through the selected distance learning model this school year. In the service of these students and their families there have been many successes and challenges. Perhaps the most significant success stemmed from an initial challenge of student access to devices and connectivity. From the outset of the COVID-19 pandemic, the school has undergone a tremendous pivot, shifting from 1:1 access at school to 1:1 access at home. The school distributed 80 classroom devices to full-time distance learning students for use at home. To make such a distribution possible, the district/school implemented products and procedures to monitor appropriate use of these devices in accordance with the district's Acceptable Use Policy. Stakeholder input indicates that 95% percent of families report having adequate access to a device for learning at home. The district has also taken measures to increase internet connectivity for those families in the district where connectivity was an issue. These measures include providing hotspot devices, using Learning Loss Mitigation Funds to purchase Internet Service Provider agreements for families, and providing mobile wifi access. The end result is that 100% percent of families who needed internet access received it. With the device and connectivity access in the home, students were able to virtually access their classrooms. Because distance learners followed their in-person schedule while distance learning they were able to seamlessly return to in-person. The schoolwide platform used for virtual learning was Google Meet, followed by Zoom. Webcam technology was used to virtually access all classes. The success of the distance learning program is due to the willingness of our staff to modify roles and responsibilities and develop their distance learning skills while also instructing in-person students. Faculty were supported with relevant professional development opportunities to build capacity with distance learning tools: 100% of faculty participated in collaboration around technology training as well as the Challenge Success PD (how to effectively support distance learners). Collaboration time was set aside 2-3 times a month with all faculty participating. One area of success is that in some cases of students with unique needs (students on IEP or 504 Plans), the flexibility, choice, and setting of distance learning have actually proven to be factors that have increased the success and academic performance of some students.

There have been some instances where COVID-19 guidelines have required some fluidity between in-person and distance learning and these instances have proven to be very challenging for families as it has required significant shifts in schedules, supervision, and work logistics. Meeting the highly specialized and unique needs of some pupils has proven to be a significant challenge in the distance learning setting; for example, some distance learners were not medically able to come to the campus for course assessments. These circumstances were managed successfully on an individual basis.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Formative and summative assessment software to assist in analyzing learning loss.	\$ 3,728.00	\$ 3,728.00	Y
Academic Saturday School will serve as an additional opportunity for students to attend school, receive intervention, and accelerate learning.	\$ 2,500.00	0	Y
Address student needs and learning loss through Bridge 7, Bridge 8, and Bridge 9.	\$ 37,650.00	\$ 39,677.46	Y
Offer summer geometry course.	\$ 5,000.00	\$ 3,491.78	Y
Peer Mentoring program and Advisory for targeted intervention based on progress monitoring of students.	\$ 35,000.00	\$ 29,217.60	Y

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.

Academic Saturday School was not offered due to the pandemic. Alternative means of providing support included individual Zoom sessions between teachers and students.

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.

The district has seen some successes in our efforts to address the pupil learning loss that has occurred as a natural consequence of the COVID-19 pandemic. The increase in certificated/classified staff has helped to keep class sizes and student-to-staff ratios more manageable. With these smaller ratios, staff are able to conduct regular diagnostic assessments and use the formative data to monitor student learning and progress. Local benchmark data, PSAT data in grades 8, 10 and 11, and academic progress reports were used to monitor progress. They were also able to implement changes to instructional planning and delivery to best meet the needs of learners. The school has taken measures to ensure that this same level of support is available for all students, whether in-person or in

distance learning. As it relates to instructional planning, staff have collaborated to work extensively to emphasize priority instruction and align curriculum resources with essential standards at each grade level/subject. Supplemental support services have also been provided with certificated staff working beyond their typical school day, providing after school tutoring services for identified students. The district has used established communication channels and direct parent outreach to inform families of the support opportunities available to students.

Our school staff has committed additional resources to do everything we can to minimize the impact of our current COVID reality on our students, with a concentrated effort on our socioeconomically disadvantaged and homeless students, our English language learners, and our students with exceptional needs. In many cases, we have seen these efforts working well with impressive results. For example, six (6) EL students were Redesignated Fluent English Proficient. Despite the success that the district has seen in our efforts to minimize the impact of the pandemic on student learning, there have been challenges that have resulted in loss of learning when comparing pre-COVID academic indicators to our current reality. The disruption imposed through periodic toggling between in-person and distance learning resulted in some students sliding academically and/or in their level of motivation. Challenges like adequate staffing, motivation, and inconsistent parental support have resulted in an increase in learning loss for some students. Programs such as BRIDGE (grades 7, 8, 9) and courses such as Math Lab will continue to provide targeted assistance moving into the 2021-2022 school year.

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.

The strain and stress of providing instruction during the COVID pandemic has caused the work of monitoring and supporting the mental health and social/emotional well-being of students and staff to become one of the school's top priorities. To respond to this need and do this work, the school used staff collaboration time to provide a 'wellness' session at the onset of the school year (August Professional Development), again during the January Staff Development Day, and once again at the April Staff Development Day. The school received support from outside expertise, the Stanford Challenge Success program staff. Other resources that have been made available to the school through various sources include QPR suicide prevention training. Self-care strategies and resources have also been regularly shared and discussed in collaboration meetings in an effort to ensure that staff are intentional about maintaining their own mental health and social and emotional well-being throughout the pandemic.

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.

To address the engagement and outreach of students and families, the school has continued the work with school staff to implement the tiered reengagement strategies. School attendance has remained consistently high, 97%+ throughout the 2020-2021 school year. Students and families in the district have been impacted differently by the prolonged pandemic environment and there have been some instances where the impact on families in the school has made consistent school attendance a considerable challenge. In spite of this challenge, there was no need to refer students to SART; problems were addressed and solved between school staff, the student and parents. The Distance Learning Coordinator remained in regular contact with DL students and their teachers to ensure positive engagement. Individual outreach occurred when parents were notified that their student was a close contact. Due to the nature of these calls being individualized and personal, school staff was well positioned to educate families while also providing the necessary support to address interim distance learning questions or concerns. Internal systems of communication allowed faculty, attendance staff, health office staff, and counselors to be made aware of circumstances as necessary for student support.

Analysis of School Nutrition

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

The response of the district staff to continue to safely provide nutritionally adequate meals for the 2020-21 school year has been nothing short of remarkable. The impact of the COVID restrictions and safety guidelines on their conventional meal program was a significant challenge to overcome. Program directors had to work with school staff to coordinate efforts and consider things like cohorting and lifting of restrictions on free and reduced meal participation. Like in the classroom, cafeteria service had to be redesigned to ensure compliance with Public Health safety guidelines. Safety with staff and student interaction and food service became a primary consideration and required extensive redesigning and modifying. Staffing amid COVID testing, quarantining, and close contact tracing was a consistent challenge that directors were forced to monitor closely. The schedule for meal delivery was complicated further as staff managed student populations in both in-person and distance learning environments. With the changes in the free and reduced meal program came an increase in the volume of meals served. Meals served tripled in number in contrast to a typical school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well-Being	One school counselor is designated to coordinate services for these students as well as monitor their academic and social-emotional well-being	\$120,000.00	\$123,526.28	Y
Actions related to In-Person Instructional Offerings	Decrease class sizes by converting the athletic team room facility to a classroom	\$ 0.00	\$ 4,201.55	N
Actions related to In-Person Instructional Offerings	Create maximum space in classrooms by storing non-essential classroom furniture (student desks, tables, file cabinets)	\$ 0.00	\$ 3,968.00	N

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.

A greater amount of PPE was provided through the State than anticipated. Funds were redirected to staffing, including substitute costs which were higher than usual given extended periods of quarantine for faculty.

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.

Overall, the staff is applauded for embracing the challenge of teaching in-person students while, at the same time, providing virtual access to classroom teaching for distance learners. 85% of the student body attended in-person the entire school year; 15% started out the school year as distance learners. By fourth quarter, 90% were in-person with 10% participating in distance learning. Students became proficient at accessing their classes virtually during quarantine and periodic campus-wide distance learning. Faculty continued to adapt and adjust instructional and assessment methods for in-person learners and distance learners. COVID-19 protocols and practices restricted proximity between students and teachers, which prevented best instructional practices from occurring (e.g. Socratic seminars, cooperative learning groups, face-to-face academic discourse). Relationships were strained in-person as a consequence of masks (students less likely to speak up and contribute their thinking), spacing and limited interactions (no face-to-face discourse, no shared items for group work). Relationships with virtual learners was also strained; although they followed their regular in-person schedule, some distance learners struggled to connect relationally and feel that they were a part of the school experience. Faculty and

counselors worked diligently to stay connected as best possible. It was helpful to have a Distance Learning Coordinator designated to support communication, and assist students and faculty with challenges. Overall, considering the alternatives, our dual platform allowed for student needs to be met and balanced with health concerns amid the pandemic.

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

U-Prep’s MTSS model is a living framework used to provide targeted support to struggling students, academically and behaviorally. Counselors will continue to work with students who are struggling behaviorally, drawing upon internal and external resources to address concerns as presented by staff or through a Student Study Team platform.

Incoming 6th grade students were administered a math assessment that served to guide their initial math placement and/or determination of placement in Math Lab. Current 6th, 7th and 8th grade students were recommended for BRIDGE or Math Lab services based on progress in 20-21. Proficiency of subject matter will continue to be addressed through internal benchmark assessments; state test scores in grades 6, 7, 8 and 11; PSAT results in grades 8, 10, and 11; AP test results from spring 2021; and academic grades.

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.

There were no significant shifts between planned actions or services and those implemented other than the redirecting of funds away from anticipated PPE towards substitute teacher expenses.

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.

The 2020-2021 school year was the sixth year in the 6-year school accreditation cycle. As such, the school had been undergoing a multi-stakeholder self-study process that resulted in a robust analysis of school organization, curriculum, learning and teaching, assessment and accountability, and school culture. A deep and thorough data analysis inclusive of the 2019-2020 LCAP and Learning

Continuity and Attendance Plan occurred. A school wide plan of action was subsequently established, a plan that correlated with the relevant eight (8) State LCAP priorities. The WASC visiting team conducted an onsite visit in February 2021; the outcome was a six-clear accreditation, the highest aim of school accreditation. As such, there is a strong sense of purpose and authenticity around data analysis and reflection processes associated with the stakeholder-driven school wide action plan. This action plan informed the development of the 2021-2022 through 2023-2024 LCAP.