



# Local Control and Accountability Plan (2016-2019)

## Community Guide

The Local Control and Accountability Plan (LCAP) is an opportunity for everyone with a stake in the success of our schools – parents, students, teachers, staff, partners and neighbors – to join a conversation about district goals and resources.

Through this multi-faceted approach, UUSD engaged a wide and diverse group in discussions about priorities and resources.

As a result of this community engagement, five big **district goals** were developed:



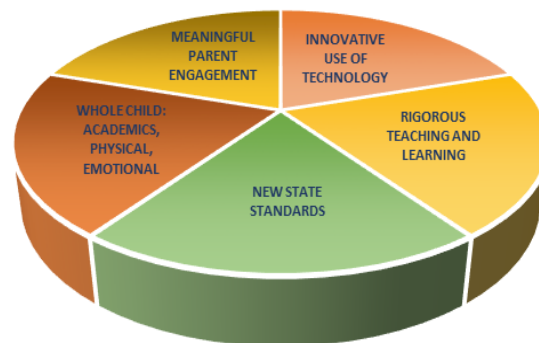
- Transition to New State Standards
- Rigorous Teaching and Learning
- Innovative Use of Technology
- The Whole Child Instruction
- Meaningful Community Engagement

LCAP is part of California’s larger shift toward improving schools for all students with a focus on those who need extra help:

- Low-income students
- Foster youth
- English language learners

With LCAP, a district engages stakeholders to help define goals for all students with special attention to the needs of these subgroups. Resources are then matched to goals.

UUSD’s first LCAP was developed in 2014. The district engaged the community through the formation of our LCAP Advisory Group, surveys, forums, and meetings at schools. In 2015, we refined our LCAP to align to district strategic goals.



These goals were then broken down into specific actions. Actions represent observable behaviors that will be undertaken towards our overarching goals. A set of metrics was identified that must be included in the plan and reviewed annually along with the expenditures.

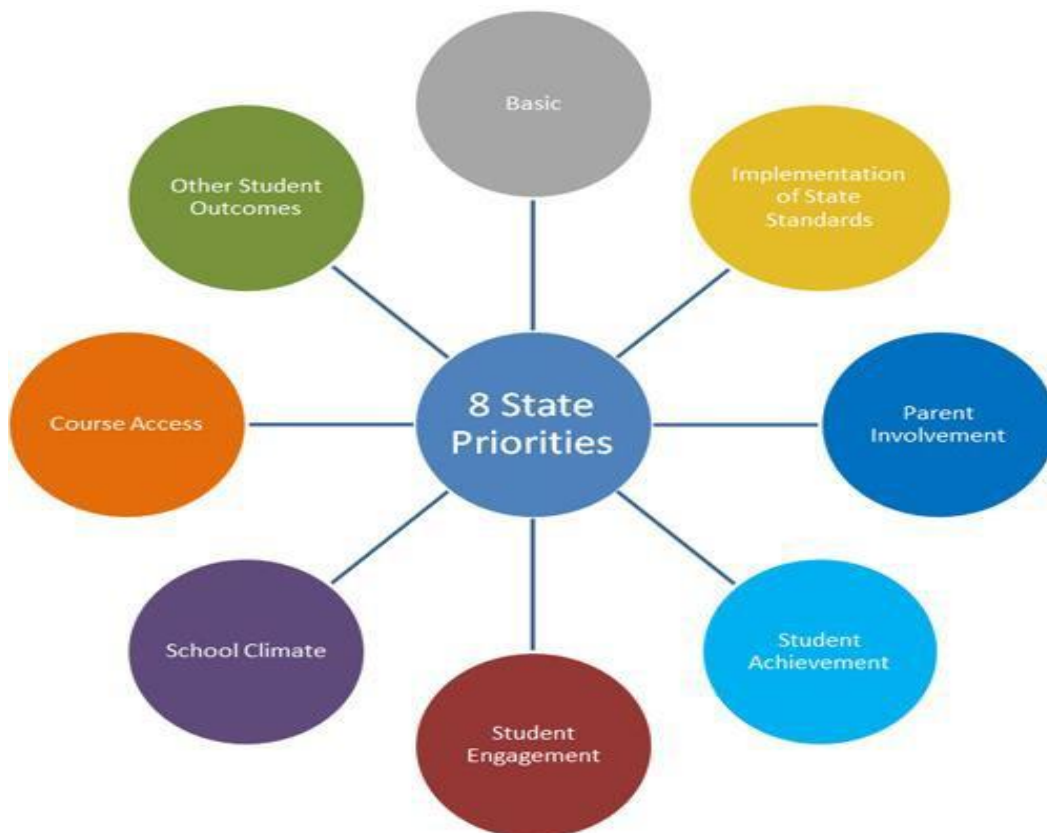
# LCAP and LCFF: Changing School Funding

Through the Local Control Funding Formula (LCFF), the state is providing local school districts **more flexibility** in using funds for these students in exchange for **more accountability** from districts.

Under LCFF, districts receive:

- **LCFF Base Funding** – Money for every student served for the year. This funding is based on the number of students enrolled in a district and the daily attendance of those students.
- **LCFF Supplemental Funds** – Money based on the number of foster youth, low-income children and English language learners served.
- **LCFF Concentration Grant** – Money for districts like UUSD where more than 55 percent of the students qualify for a free or reduced-price lunch, the federal poverty threshold.

The LCAP is the state’s mechanism for ensuring that **supplemental and concentration grant funds for these targeted groups of students** are used in alignment with the district’s goals for all students and that the district’s goals are in alignment with **California’s Eight State Priority Areas** for public schools.



# How is the district focusing resources to address the LCAP goals?

(Programs/Initiatives below are not limited to those funded with LCFF resources)

## ***GOAL 1: Ensure successful transition to New State Standards***

### **PROPOSED 2016 – 2019 ACTIONS:**

- Implement a district wide staff development plan focused on our transition to New State Standards (including Health, Next Generation Science and Social Science), PLCs, effective collaboration structures, and Common Core instructional strategies delivered through professional development opportunities in district, out of district, and/or through curriculum specialist support providers.
  
- For Low Income and Foster Youth: Provide professional development to staff (including support staff) on,
  - ❖ Research based best practices for instructional support
  - ❖ Progress monitoring on new state standards
  - ❖ Effective supports and interventions
  
- For English Learner and Reclassified Students: Provide professional development for staff on the new ELA/ELD Framework and our new ELA/ELD adoption as well as effective ELD strategies and supports for ELD Students.
  
- Develop a district-wide comprehensive assessment program that,
  - ❖ All Pre-K to 12 teachers will implement for ongoing formative assessment
  - ❖ Monitors student achievement towards state standards
  - ❖ Is frequent and consistent
  - ❖ Includes short term and long term assessments
  - ❖ Is used to modify ongoing instruction
  
- Provide intervention support during and beyond the school day, week, and year for struggling students in Reading, Writing, Algebra and Geometry.
  
- Provide additional intervention support during and beyond the school day, week, and year for struggling English Learner, Foster Youth and Low Income students in Reading, Writing, Algebra and Geometry.

## ***GOAL 1: Ensure successful transition to New State Standards***

### METRICS

- Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.
- All teachers, paraprofessionals, and administrators will attend at least four professional development opportunities in the areas of curriculum, instruction, and assessment.
- All teachers will effectively incorporate CCSS literary and mathematical practices in instruction.
- All classroom teachers will use standards aligned curriculum, identify and implement appropriate instructional supports and interventions aimed at addressing the needs of Foster Youth, Low Income, and English Learner students.
- All classroom teachers will identify and implement effective methods for ongoing formative and standardized assessment in their classrooms.
- Academic Performance Index (or equivalent state metric) – currently suspended.
- 100% of our teaching staff will be highly qualified and appropriately assigned.

### OUTCOMES

- All site Single Plans included goals to support implementation of our new state standards.
- All district staff were provided multiple opportunities to attend site, district, and or external professional learning.
- All English and mathematics teachers incorporated content specific practices in their instruction. CAASPP results from 2016 reveal increases in student performance in all tested grade levels for ELA and 5 of 7 tested grade levels in mathematics. Two grade levels remained static.
- Teachers in UUSD use standards aligned curriculum and ancillary resources. We are currently working to implement a Multi-Tiered System of Supports district-wide that will incorporate supports and interventions for unduplicated students.
- Formative assessment training has begun for teachers and administrators. We are currently working to implement a Multi-Tiered System of Supports district-wide that will incorporate methods for ongoing formative assessment and standardized assessments in the classroom.
- CAASPP results from 2016 reveal increases in student performance in all tested grade levels for ELA and 5 of 7 tested grade levels in mathematics. Two grade levels remained static.
- All teaching staff is qualified and appropriately assigned.

## ***GOAL 2: Implement programs and services to meet the academic, social, emotional, and physical needs of all students***

### **PROPOSED 2016 – 2019 ACTIONS:**

- Provide professional development to teachers so that all students in grades K-2 will receive intensive reading intervention support.
- Maintain Literacy Labs in all Title I schools.
- Provide additional support for Low Income, Foster Youth, and English Learner students in reading.
- Provide sites with adequate funding to ensure that Integrated/Designated ELD instruction is consistent with the ELA/ELD Framework, the EL Master Plan, and part of every schools' Single Plan for Student Achievement.
- Provide adequate funding to support Visual and Performing Arts instruction in grades K-6.
- Provide adequate funding to support Physical Education instruction for all students grades 1-6.
- Enhance the educational program at Hillside High School by adding elective choices and continuing the pregnant minors program.
- Research and implement an Anti-Bullying program at all school sites by providing professional development to certificated and classified staff.
- Continue implementation of schoolwide Positive Behavior Intervention Support systems with appropriate options for other means of corrective action prior to suspension at all school sites.
- Research and implement strategies to improve attendance rates at all school sites that include supports and interventions for students and families.
- Research and implement a comprehensive guidance curriculum (7-12) that includes yearly counseling sessions with student and parents regarding college and career planning, A-G course monitoring, and research based interventions.
- Provide expanded counseling services at all school sites for students and families through the Upland Unified School District Counseling Center to serve the needs of our targeted populations.
- Research best practices and implement a program to help students meaningfully connect and participate in school.

***GOAL 2: Implement programs and services to meet the academic, social, emotional, and physical needs of all students***

**METRICS**

- We will continue to add school sites to our Positive Behavior Interventions and Supports (PBIS) cohorts.
- Students will report a 10% increase in feelings of success, connectedness, and support as measured by California Healthy Kids Survey data and other local surveys.
- 75% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).
- There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.
- District-wide Attendance Rate will be 97% or higher.
- Graduation Rate, district wide and for all subgroups, will be 90% or higher.
- District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.
- District-wide Suspension/Expulsion rate will decrease by 5%.
- Monitor and decrease by 1% the number of middle and high school dropouts.

**OUTCOMES**

- A cohort of 5 sites began year one implementation of PBIS. That brings the district total of PBIS schools to eight.
- 2016 CHKS data reveals the following trends. Students reported; higher levels of caring relationships with adults as compared to 2014 data in grade 5 (10% increase) and grade 7 (7% increase); higher levels of expectations from adults in grade 5 (4% increase) and grade 7 (13% increase); and higher levels of meaningful participation in grade 5 (7% increase), grade 7 (6% increase), and grade 11 (3% increase).
- As of December 2016 FAFSA reporting, 613 out of 795 seniors (77.1%) have completed their FAFSA application.
- 2016 PFT results are as follows,  
Percentage of students meeting at least 5 of 6 fitness standards:
  - Grade 5, 49.1% (8.2% decrease)
  - Grade 7, 67% (0.7% decrease)
  - Grade 9, 59.4% (2.8% decrease)
- District-wide attendance as of January 6 is 95.44%
- 2015-2016 District-wide cohort graduation rate is 92.5%. Our only significant subgroup (10 students or fewer) graduation rate less than 90% was "Two or More Races" was 89.7%.

### ***GOAL 3: Ensure equitable access and use of innovative technology***

#### **PROPOSED 2016 – 2019 ACTIONS:**

- Provide professional development and training in the use of instructional technology, including the use of School Loop, Google Apps for Education, other Learning Management Systems and collaboration via video conferencing (hangouts, etc.).
- Implement one-to-one devices at all sites (leading to take home options). Redistribute tech support and provide tech leads at all sites. Investigate and pilot furniture that would facilitate a collaboration and multiple seating/standing arrangements.
- Increase online resources access to technology for ALL students at ALL sites. Investigate partnerships with local Wi-Fi Providers to increase range for students.
- Develop an articulated K-12 grade technology scope and sequence of student learning goals to include computer science elements at all grade spans (coding, robotics...)

#### **METRICS**

- The daily use of technology for instruction; lesson delivery and assessment, will increase by 10% as measured by walkthrough, student survey, teacher survey, and system use report data.
- Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.
- Staff will report increased levels of tech support as measured by staff survey.
- Facilities will be in good repair to support instruction, technology infrastructure, and use.
- 100% of our students will have daily access to technology for instructional purposes.

#### **OUTCOMES**

- Our district is now one to one with Chromebook devices in all grades. As of March 1, 2017, we have 12,563 active Google users. We have also begun to open Google Mail to students. This represents a significant increase in usage over 2015-2016. Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.
- School Loop data as of January 31, 2017 is as follows,
  - 8,667,062 page views compared to 8,287,786 page views for the same period in 2016. This is a 4.5% increase.
  - 165 registered and active teacher websites compare to 161 in 2016. This represents a 2.5% increase.
  - 3,540 registered students/households in 2017 compared to 3564 in 2016. This represents no significant change.
- Upland struggled through protracted negotiations last year that went to impasse and fact finding. Due to this, a staff survey for 2015-2016 was not given and thus a baseline was not established. Data to assess this metric is not available.
- Facilities are in good repair as measured by SARC Facilities inspection. We continue to make upgrades to district technology to support Future Ready initiative.
- All of our students have daily access to technology.

## ***GOAL 4: Increase consistency and equity in teaching and rigorous learning experiences***

### **PROPOSED 2016 – 2019 ACTIONS:**

- Implement a writing program for all students grades PreK-12 that support rigorous writing across all content including,
  - ❖ Professional development using our new ELA/ELD program writing components
  - ❖ Thinking Maps for special education teachers
- Design and Implement an enrichment program PreK-12 that provides rigorous learning experiences beyond the standards for all students.
- For Low Income, Foster Youth, Special Education and English Learners: Provide additional supports for,
  - ❖ Diagnostic tools to identify reading, writing, and math proficiency levels
  - ❖ Writing instruction through Literacy Labs and other supports
  - ❖ MTSS supports at each site
  - ❖ Refine the SST process at all sites
  - ❖ Instructional round and peer observation protocols
  - ❖ Reading intervention program at secondary sites
- Provide ERWC training to grade 7-12 English Teachers to support student success on EAP.
- Provide AVID training to staff in order to support our AVID students and programs.
- Maintain the Foster Youth Case Manager to support our Foster Youth students.
- Explore, implement, and allocate resources to support English Learner, Low Income, Special Education and Foster Youth students,
  - ❖ Including professional development, personnel support, and intervention programs
  - ❖ Multi-tiered intervention system targeting reading and math using RSP teachers
  - ❖ Adopt a math curriculum for SDC students
  - ❖ Provide additional special education support at the elementary and secondary levels to improve instructional practices and ensure conducive learning environments for students with special needs
- Provide teachers subscription to participate in Teaching Channel forums.
- Provide a comprehensive induction program for first and second year teachers,
  - ❖ To support an optimum learning environment and instructional program to support 21st century learning skills
  - ❖ Provide a training for new special education teachers that emphasizes requirements of IEPs and practices bound to IDEA.



## ***GOAL 4: Increase consistency and equity in teaching and rigorous learning experiences***

### **METRICS**

- 100% of our teaching staff will be highly qualified and appropriately assigned.
- We will meet or exceed all AMAOs for EL English Proficiency and Reclassification.
- There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics:
  1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements.
  2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments.
  3. There will be a 5% increase in students' college readiness as measured by EAP.
  4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better.
  5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.

### **OUTCOMES**

- 100% of our teaching staff is qualified and appropriately assigned.
- As of the last AMAO reporting, 2014-2015, Upland met all three AMAO criteria as follows,
- AMAO 1 - Percentage of ELs Making Annual Progress in Learning English
  - Percentage Meeting AMAO 1 in LEA-63.5%
  - 2014-15 Target-60.5%
- AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT
  - Percentage in Cohort Attaining the English Proficient Level-31.6%
  - 2014-15 Target-24.2%
- 5 Years or More Cohort
  - Percentage in Cohort Attaining the English Proficient Level-60.9%
  - 2014-15 Target-50.9%
- AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level
  - Participation Rate for English Learner Student Group 95% or higher
  - English Language Arts 97%
  - Mathematics 97%
- During the transition period from the current ESEA to the ESSA, no new AMAO determinations will be made for the 2014–15, 2015–16, and 2016–17 school years
- Outcomes are as follows,
  - Our district A-G rate for the class of 2016 is 40.7%. That is an increase of almost 5% from 2015 which stood at 35.8%.
  - Local assessments were modified for this year and the data to assess this metric will be available next year. CAASPP results demonstrate an increase in writing scores district wide with 76% of our students scoring near or above standards. This is a 3% increase over 2015 (73%).
  - In 2016, 29.9% of students were conditionally ready or ready for college mathematics compared to 28.7% in 2015. For ELA, 68.6% were conditionally ready or ready for college ELA in 2016 compared to only 61.6% in 2015.
  - AP data is as follows; 820 students enrolled in 2016-2017 compared to 715 enrolled in 2015-2016; 562 students took at least one exam in 2016 compared to 490 in 2015; 674 exams had a passing score of 3 or better in 2016 compared to 594 in 2015.
  - Pathway data is as follows; 558 students currently enrolled in a pathway compared to 375 in 2015-2016. In 2016, 176 students completed a pathway, data for 2017 will be available after graduation in June.

***GOAL 5: Design a system for meaningful family engagement that promotes parent involvement and education through parent institutes, committees, workshops, attendance at school events, and volunteering at schools.***

**PROPOSED 2016 – 2019 ACTIONS:**

- Provide parent workshops on the use of technology to support student achievement including School Loop and other Learning Management Systems.
- Provide all school sites with School Loop and/or Aeries parent portal.
- Research, identify, and provide parent workshops, academies, and training on how to support student achievement.
- Research best practices and implement a program to,
  - ❖ Support more parent involvement using the California Parent Engagement Framework
  - ❖ Flexible, extended hours, and virtual availability of school libraries, counseling departments, and offices
  - ❖ Surveying parent needs and interests
  - ❖ Flexible scheduling of parent events, workshops, and trainings

**METRICS**

- The number of opportunities for parents to meaningfully engage in school events will increase by 10% and will include opportunities to seek parent input.
- All schools will include a parental involvement goal in their Single Plans for Student Achievement.
- All schools will present at least two parent education courses per semester.

**OUTCOMES**

- Opportunities for parents to meaningfully engage in learning increased this year. In 2016-2017, 199 opportunities were provided to parents compared to 164 in 2015-2016.
- All schools have a parental involvement goal/action in their Single Plans.
- All schools presented at least two parent education courses per semester.

## STAKEHOLDER ENGAGEMENT

Upland Unified School District’s goal is to provide parents, community members, staff and students input in the development and review of the LCAP goals.

LCAP Input and Information sessions were present on several occasions.

- January 17, 2016
- January 28, 2016
- February 17, 2016
- March 3, 2016
- April 20, 2016
- April 21, 2016
- April 26, 2016
- May 3, 2016
- May 5, 2016
- May 10, 2016
- May 18, 2016
- May 19, 2016

Upland constituted an LCAP Advisory Committee that oversees the development of the LCAP. The group consists of various stakeholder groups including students, parents, community members, teachers, support staff, and administration. A progress update was provided to our Board of Education April 26, 2016. Two general parent session; that included representation from a heterogeneous group of parents including low income parents, special education, and English Learners, was held in the evening and was offered to all parents in the school district. A special session was conducted for members of the District Advisory Council and the District English Learner Advisory Council. The presentation was also shared with members of the Upland Management Association, Upland Teachers Association and members of CSEA in Upland.

Following all presentations, participants were invited to fill out the LCAP Input survey which was offered in either a traditional format on paper or on-line format. The on-line survey was available to all community members on the UUSD website.

The LCAP draft was presented to the public on two occasions prior to the adoption. It was shared at a public meeting on May 3 and May 5 with the district responding in writing to all questions.

On April 21, the LCAP Advisory Committee met to review the first round of stakeholder feedback following the first public forum. This group included students, members of UTA, UMA and CSEA, as well as parents. Parents in attendance represented English Language Learners. At this point all input was considered and revisions were made to the draft. The LCAP Advisory Committee met again May 19 to review the revised LCAP.

***The LCAP Draft was shared with the Upland Unified School Board on June 14, 2016 and made available for public comment at that time. Our LCAP will formally approved by our Board on June 28, 2016.***

Guide to Terms	
AMAO Annual Measurable Achievement Objective	AP Advanced Placement Exam
AVID Advancement Via Individual Determination	CAC Community Advisory Committee
CCSS Common Core State Standards	CTE Career Technical Education
DACC District Advisory Curriculum Committee	DELAC District English Learner Advisory Committee
EAP Early Assessment Program	EL English Learner
ELA English Language Arts	ELAC English Learners Advisory Committee
ELD English Language Development	ERWC Expository Reading Writing Curriculum
IDEA Individuals with Disabilities Education Act	IEP Individual Education Plan
LCAP Local Control and Accountability Plan	LCFF Local Control Funding Formula
LEA Local Education Agency (the school district)	Metric A method of measuring something
MTSS Multi-Tiered System of Support	PBIS Positive Behavior Supports and Interventions
PTA Parent Teacher Association	RSP Resource Specialist Program
SDC Special Day Class	SEL Social Emotional Learning
SPSA Single Plan for Student Achievement	UUSD Upland Unified School District