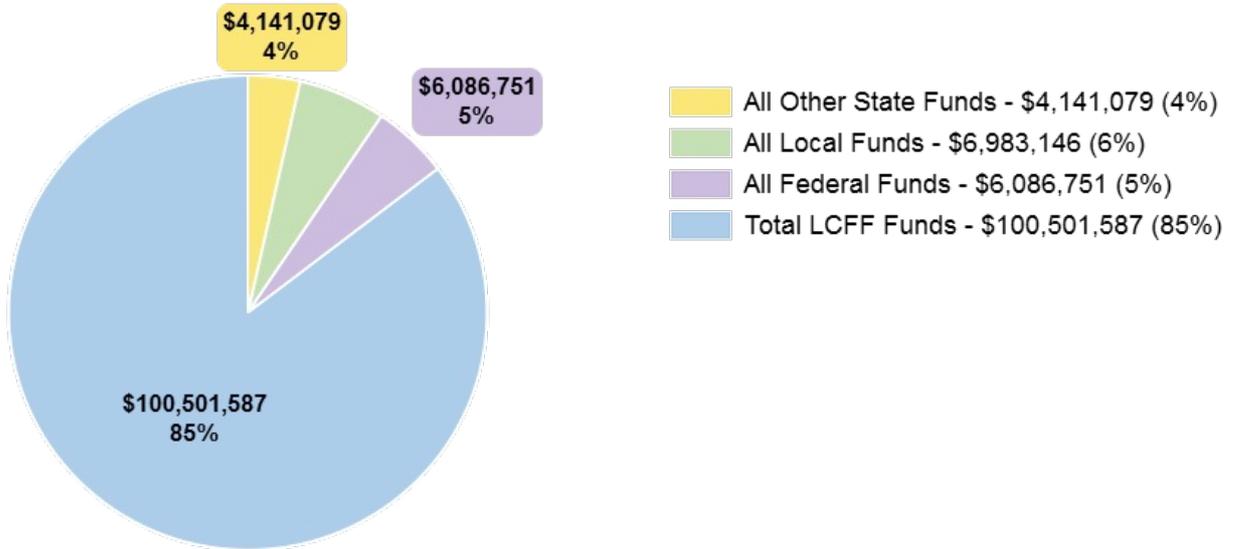# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Upland Unified
CDS Code: 36750690000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Nancy Kelly | nancy_kelly@upland.k12.ca.us | (909) 985-1864

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
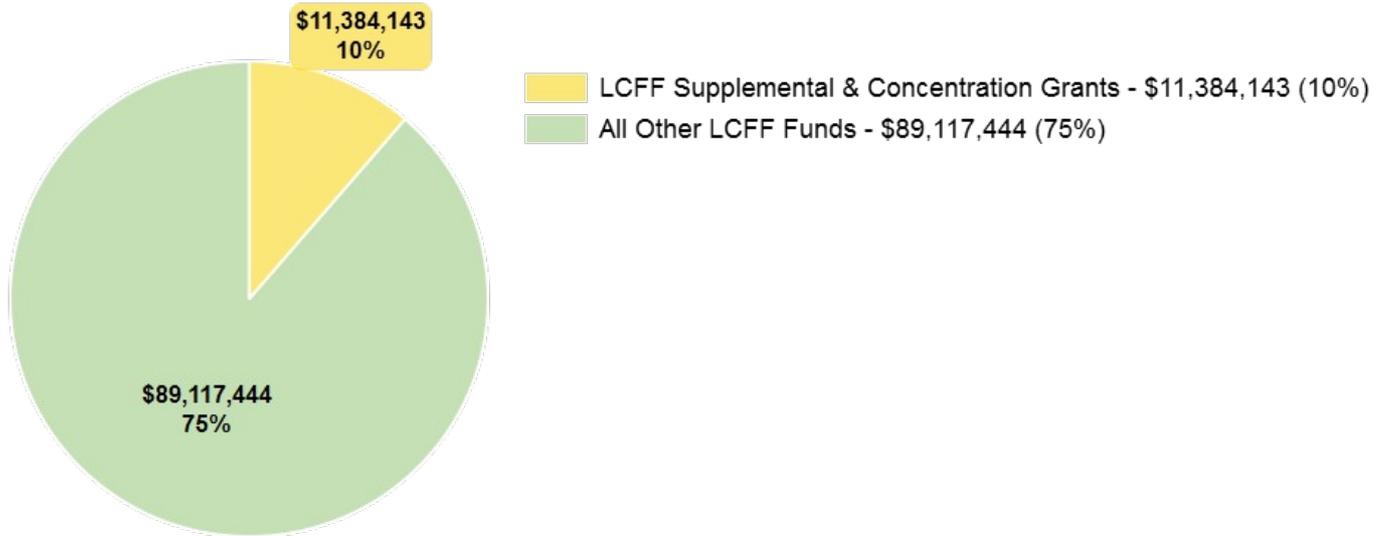
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Pie chart legend:
- All Other State Funds - $4,141,079 (4%)
- All Local Funds - $6,983,146 (6%)
- All Federal Funds - $6,086,751 (5%)
- Total LCFF Funds - $100,501,587 (85%)

Source	Funds	Percentage
All Other State Funds	$4,141,079	4%
All Local Funds	$6,983,146	6%
All Federal Funds	$6,086,751	5%
Total LCFF Funds	$100,501,587	85%

Breakdown of Total LCFF Funds

$11,384,143
10%

$89,117,444
75%

☐ LCFF Supplemental & Concentration Grants - $11,384,143 (10%)
☐ All Other LCFF Funds - $89,117,444 (75%)

Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$11,384,143	10%
All Other LCFF Funds	$89,117,444	75%

These charts show the total general purpose revenue Upland Unified expects to receive in the coming year from all sources.

The total revenue projected for Upland Unified is $117,712,563, of which $100,501,587 is Local Control Funding Formula (LCFF), $4,141,079 is other state funds, $6,983,146 is local funds, and $6,086,751 is federal funds. Of the $100,501,587 in LCFF Funds, $11,384,143 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures
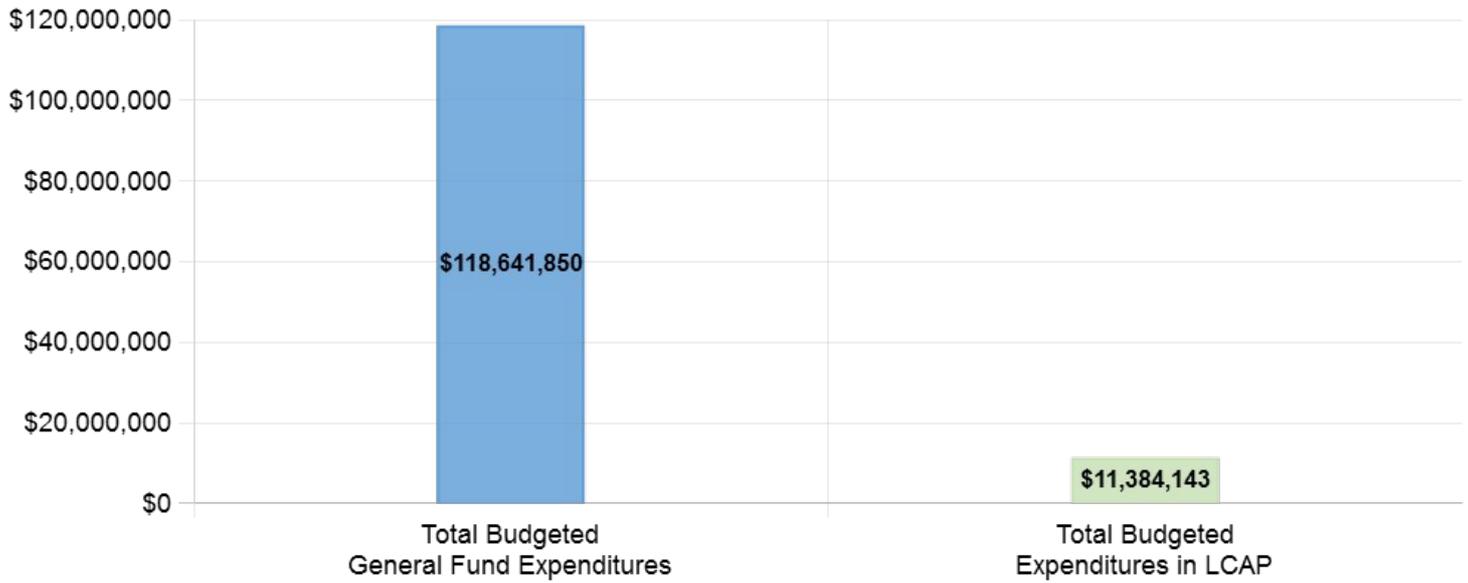
Source	Funds
Total Budgeted General Fund Expenditures	$118,641,850
Total Budgeted Expenditures in LCAP	$11,384,143

This chart provides a quick summary of how much Upland Unified plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Upland Unified plans to spend $118,641,850 for the 2019-20 school year. Of that amount, $11,384,143 is tied to actions/services in the LCAP and $107,257,707 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

UUSD does not describe all General Fund budget expenditures in the LCAP. The following are basic services not included in our LCAP:
-Cost of base program (e.g. salaries, benefits, curriculum materials, basic supplies, etc.)
-Cost of overhead (e.g. utilities, supplies, etc.)
-Contributions to programs not included in the LCAP (e.g. Adult Education)
-Mandatory contributions to routine maintenance and special education

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Upland Unified is projecting it will receive $11,384,143 based on the enrollment of foster youth, English learner, and low-income students. Upland Unified must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Upland Unified plans to spend $11,384,143 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,281,490
Estimated Actual Expenditures for High Needs Students in LCAP	$2,081,069

This chart compares what Upland Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Upland Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Upland Unified's LCAP budgeted $2,281,490 for planned actions to increase or improve services for high needs students. Upland Unified estimates that it will actually spend $2,081,069 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $200,421 had the following impact on Upland Unified's ability to increase or improve services for high needs students:

The difference between the budgeted expenditures for high needs students and the estimated actuals is a result of unfilled vacancies and a reduction in contracted services. Services for students identified as high needs were not impacted by these differences.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	**Contact Name and Title**	**Email and Phone**
Upland Unified	Nancy Kelly	nancy_kelly@upland.k12.ca.us
	Superintendent	(909) 985-1864

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Upland Unified School District is located in Upland, California at the base of the San Gabriel Mountains. Our school district consists of a pre-school program housed at two sites, nine elementary schools, one TK-8 Science, Technology, Engineering, and Math (STEM) Innovation Academy, two junior high schools, one comprehensive high school, one alternative high school, and one adult education school.

We serve a diverse group of students, which is reflected in the following demographics:
-8.5% are English learners. 82.8% of our English learner students speak Spanish. Additional languages include Arabic, Indonesian, Mandarin, and Vietnamese.
-57.0% are classified as Low Income.
-Our student population is made up of many ethnicities with 56.7% identifying as Hispanic/Latino, 24.6% White, 7.5% African American, 5.3% Asian, and 5.9% made up of other ethnicities.
-Our LCFF unduplicated count is 57.91%

The mission of our school district is as follows, "Upland Unified School District prepares and inspires all students to maximize their academic potential and to thrive in a complex global society."

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP contains goals and actions designed to support our district transition to a Multi-Tiered System of Supports (MTSS) framework. As a former demonstration district for this initiative, we are partnering with the San Bernardino County Superintendent of Schools to implement MTSS and serve as a model for other districts. Our LCAP represents an alignment of initiatives and resources aimed at supporting MTSS. To that end, we are continuing with our LCAP goals as follows:
1. Implement a Multi-Tiered System of Supports (MTSS) that aligns programs and services to meet the academic, social, emotional and physical needs of students
2. Ensure equitable access and use of innovative technology
3. Improve consistency and equity in teaching and rigorous learning experiences
4. Improve parent and community engagement

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Our focus on programs and services to meet the academic, social, emotional and physical needs of our students is reflected in various indicators. Our graduation rate continues to grow at 95.3%, with a 1.7% year-over-year increase overall and notable increases among homeless students, African-Americans, socio-economically disadvantaged students, and students with disabilities. Our students' overall performance in English language arts grew by 3.9 points over 2017. Our college eligible "AG" rate has nearly doubled over the past five years to almost 60% and is projected to continue to grow. Our emphasis on rigorous teaching and learning, our college going culture, the growth of programs like AVID, numerous field trips to various universities and colleges, and access to an abundance of programs in the visual and performing arts, career technical education, and athletics, help prepare our students for life beyond high school and allows them to leave our system with the knowledge and skills to choose from a variety of postsecondary options. Through our continued focus on developing Systems of Support, we've added both academic and social-emotional supports to ensure the success of all students, including low - income students, English learners, and foster youth.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Upland Unified School District's performance, based on data from the 2018 California Dashboard, is as follows:

Overall Performance: "Orange"
-Chronic Absenteeism
-Suspension Rate
-Mathematics

Listed below is a summary of steps we will take to address these areas:
-To reduce chronic absenteeism, we've developed systems to identify students who are absent and intervene in productive ways. We've created incentives to encourage school attendance, and we've identified personnel to conduct home visits to families of students who are chronically absent.
-To reduce our suspension rate, we've convened a climate and culture committee in order to build school cultures that support productive behaviors. The group identified alternatives to suspension, focusing on determining the function of problem behaviors and intervening early to support students. UUSD provided support to each of its sites to build out the Positive Behavioral Supports and Interventions initiative, with an emphasis on data-driven systems to prevent problem behaviors. Several schools were recognized this year for the impact of this program on their campuses. We also launched a wellness center at one of our campus and will expand this to additional campuses in 2019/20.
-To increase performance in mathematics, we will continue ongoing, job-embedded professional learning around mathematics that was initiated in 2017/18. This professional learning is driven by our relationship with DNA Mathematics, whose focus is on shifting instructional practice and giving a greater role to students in sense making and problem solving. Our teachers-on-assignment will focus on supporting teachers to grow in their instructional practice.
We will monitor performance for these and other indicators on a regular basis through our local data and assessment system and adjust practice based on feedback.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There are no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Citrus Elementary School

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Citrus Elementary School developed their CSI plan by convening their site leadership team and completing a needs assessment provided by the Assistant Superintendent of Education Services. The Site leadership team engaged in a collaborative process to develop their CSI plan by using a protocol that included determining areas of greatest need by identifying several types of data to analyze including the following:

CAASPP ELA and math scores
iReady district universal screener for math and ELA data
Fountas and Pinnelle reading diagnostic data
English learner reclassification rates
attendance and chronic absenteeism rates
ELA and math adoption materials
Professional Learning offerings
student, staff and parent survey results

After reviewing the data, the site leadership team identified areas of need including the following:
Reading and Language arts Tier I instruction
Reading and Language arts Tier II differentiated instruction for targeted groups
Inclusion training and support
Designated Intervention time for math and ELA
Stronger progress monitoring protocols for English Learners
Further elaborated systems of support for students chronically absent including a more defined SART process
Grade Level Data Days focused on analyzing formative assessments and developing specific plans to address needs through instructional strategies
Development of Tier II behavior interventions through the site's climate and culture team
Increased participation in the sites Watch Dog parent volunteer program
Continued and strengthened implementation of Second Step Social Emotional Learning curriculum

Evidence-Based Interventions include:
PBIS Check-in Check Out for students who need Tier II behavior supports
Kagen Instructional Strategies
Second Step Social Emotional Learning Curriculum
Wonders Close Reading Protocol during Reading intervention sessions

Resource Inequities
Reviewing the curriculum, instruction, and social-emotional needs of students at Citrus; we identified a need for training of instructional aides in de-escalation strategies for responding to the behavioral needs of students.

We also identified a need for staff professional development on the implementation of Kagen

instructional strategies to increase student engagement and mastery of learning.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Monitoring and Evaluation Plan
The LEA will monitor and evaluate the implementation of the CSI plan by doing the following:
Review master schedule to verify time has been built in for reading and math intervention and ELD
Designated and integrated instruction
Review CAASSP ELA and math results with site administration and leadership team
Conduct monthly classroom visits and collecting observation data during instruction
Meet quarterly with site leadership team to review data and address gaps
Review district formative assessment results quarterly and check in with site administrator about plans to address gaps
Conduct parent, staff and student surveys periodically to identify perception of site climate and culture

Annual Update

LCAP Year Reviewed:

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Based upon academic performance, suspension and graduation data from the CA School Dashboard, implement a Multi-Tiered System of Supports (MTSS) that aligns programs and services to meet the academic, social, emotional, and physical needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

MTSS frameworks will have been implemented at two schools with an additional six Upland School sites beginning the exploration phase.

Actual

Upland Elementary, Citrus, Cabrillo, and Valencia completed the exploration phase of MTSS by adopting schoolwide tier 1 intervention for reading and social-emotional learning.

Expected	Actual
Seven sites will be operational as MTSS schools with 4 additional schools beginning implementation.	Upland Elementary, Citrus, Cabrillo, and Valencia completed the exploration phase of MTSS by adopting schoolwide tier 1 intervention for reading and social-emotional learning. All schools will have an MTSS site team trained to implement a school-wide SST process in 2019/20.
All 14 school sites will be fully immersed in PBIS.	All 14 sites implemented tier 1 of PBIS. Two sites implemented tier 2. 13 out of 14 schools will be recognized for tier 1 implementation by the California PBIS Coalition.
Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.	All site Single Plans included goals to support implementation of the California State Standards.

Expected

Actual

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.

1. The 2018 A-G completion rate at Upland High School was 56.4%, up from 52.6% in 2017.
2. Approximately 37% of students are writing at proficient levels as measured by local assessments at UHS, a decrease from 40% in 2017/18.
3. In 2018 26.88% of students were conditionally ready or ready for college mathematics, compared to 28.1% in 2017 as measured by EAP. For ELA, 58.38% were conditionally ready or ready for college ELA in 2018 compared to 61.37% in 2017. 43.8% of students who graduated in 2018 were "prepared" based upon the College and Career Indicator in the CA School Dashboard, a year over year increase of 1.3%.
4. Regarding Advanced Placement, 587 students took at least one exam in 2018, compared to 640 in 2017; 901
exams had a passing score of 3 or better in 2018 compared to 761 in 2017.
5. In 2018/19 210 students enrolled in a CTE pathway, a slight decrease from 217 in 2017/18. In 2018 98 students completed a CTE pathway, up from 89 in 2017.

80% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).

As of May 2019 FAFSA reporting, 421 out of 743 seniors (56.6%) have completed their FAFSA application.

Expected	Actual
There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.	Student performance increased at the following rates, as measured by key indicators on the 2018 California Physical Fitness Test. • Grade 5, 52.4% (1.8% increase) • Grade 7, 63.9% (6.5% decrease) • Grade 9, 57.2% (2.1% decrease)
District-wide Attendance Rate will be 97% or higher.	Districtwide attendance is 96.17% as of March 2018
Graduation Rate, district wide and for all subgroups, will be 95% or higher.	2017/18 District wide cohort graduation rate is 94.8%, up from 92.4% in 2016/17.
District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.	The 2017/18 Districtwide Attendance Chronic Absenteeism Rate is 10.6%, which reflects a 0.9% increase from 2016/17.
District-wide Suspension rate will decrease by 5%	The 2017/18 Districtwide Suspension Rate increased to 3.2% from 2.5% in 2016/17.
Expulsion rate will remain at 0%.	The 2017/18 expulsion rate was 0.10% down from 0.68% in 2016/17.
Monitor and decrease by 1% the number of middle school dropouts.	The 2017/8 middle school dropout rate is 0.0011% down from 0.0626% in 2016/17.

Expected	Actual
Monitor and decrease by 1% the number of high school dropouts.	The 2017/18 Cohort Dropout Rate was 3.5%, down from 5.1% in 2016/17.
100% of students will have access and enrollment in all required areas of study.	For the 2017/18 school year, all students had full access to a broad course of study as defined by California Education Code 51210 and 51220 (a) - (i).

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development and supports so that identified students will receive intensive reading intervention across all grade spans.	Professional development was provided to general education teachers and special education teachers regarding adopted reading programs and dyslexia interventions.	a) $20,000 b) $3,805 c) $20,000 d) $50,000	a) $393 b) $57 c) $1,037 d) $19

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Expenditures for Literacy Labs moved to Title 1.	Literacy Lab expenditures were funded through Title 1.	N/A	N/A

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional support for Low Income, Foster Youth, English Learner, and Special Education students.	The District continues to provide interventions, supports and resources to address the needs of diverse learners in the District.	a) $521,752 b) $188,930 c) $51,000 d) $67,000	a) $464,473 b) $164,416 c) $2,837 d) $128,807

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Sites have received training and materials to support effective implementation.	a) $142,250 b) $179,252 c) $114,527 d) $555,267 e) $232,640	a) $269,125 b) $185,905 c) $153,627 d) $339,650 e) $271,189

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide adequate funding to support Visual and Performing Arts instruction in grades K-6.	Funding was provided to support Visual and Performing Arts instruction in grades K-6, with a focus on music. This action will be continued to ensure equitable access to Visual and Performing Arts Instruction in grades K-6.	a) $99,526 b) $10,000 c) $31,455 d) $5,000 e) $35,000	a) $17,818 b) $6,582 c) $6,054 d) $10,530

Action 6

Planned Actions/Services | **Actual Actions/Services** | **Budgeted Expenditures** | **Estimated Actual Expenditures**

Provide adequate funding to support physical education, athletics participation, and student engagement through, • Physical education instruction for all students in grades 1-6 • Enhancing and supporting the athletic programs at Upland High School • Supporting our junior high and middle school programs' participation in our local athletic league • Supporting Hillside High School's participation in our local alternative high school athletic league	Students in grades 1-6 had access to Physical Education Instruction by credentialed physical education specialists. Students at Upland HS, Hillside HS, Pioneer JHS, and Upland JHS had opportunities to participate in a variety of athletic programs.	a) $602,570 b) $115,000 c) $150,075 d) $1,000	a) $241,263 b) $114,182 c) $5,545 d) $5,002

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enhance the educational program at Hillside High School by continuing the pregnant minors program.	Hillside high School's pregnant minor program is in place and provided students with children the opportunity to attend school.	a) $55,000 b) $42,000	a) $49,244 b) $39,015 c) $96

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	All sites have received tiered training regarding schoolwide Positive Behavior Intervention Support systems and are at various levels of implementation.	a) $47,500 b) $19,817 c) $17,155 d) $40,000 e) $10,000	a) $1,040 b) $7,444 c) $3,595 d) $15,057

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research and implement strategies to improve attendance rates at all school sites that include supports and interventions for students and families, including strategic support for students with chronic absenteeism.	Attendance incentive programs were conducted at each of the school sites and through the Healthy Start program.	a) $20,000	a) $7,441 b) $2,133

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Implement a comprehensive guidance program (7-12) that includes yearly counseling sessions with student and parents regarding college and career planning, A-G course monitoring, and research based interventions.	Counselors developed a vision, mission and goals for a comprehensive guidance program (7-12). They established multi-tiered, multi-domain school counseling program to which students have equitable access.	a) $10,000	a) $3,773

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide expanded counseling services to all school sites for students and families through the Upland Unified School District Counseling Center, and develop partnerships with community based mental health providers, to serve the needs of our targeted populations.	Expanded counseling services were provided through the Upland Unified School District Counseling Center with the addition of a licensed therapist and additional support services.	a) $141,230 b) $70,680 c) $13,250 d) $85,100	a $122,195 b) $59,609 c) $3,988 d) $12,253

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Begin implementation of an Integrated Framework which will ensure that all students expected to receive a high school diploma are receiving quality instruction in the general education setting for the majority of their school day.	Contracted trainer provided targeted professional learning and support for co-teaching teams at identified school sites. Wellness Center was developed and implemented at Cabrillo Elementary School.	a) $90,000 b) $25,000 c) $23,427 d) $5,000 e) $45,000	a) $8,001 b) $9,981 c) $6,445

Action 13

Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide secondary students with education and training to include: suicide prevention, substance abuse prevention, sexual health, and pro-social behavior curriculum.	All secondary students in the district received suicide prevention, substance abuse prevention and sexual health education and training.	a) $85,000	a) $352 b) $103,563

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services in this goal were generally implemented as planned, though in some cases other funding sources were used. We continued to make progress toward building a Multi-Tiered System of Supports for our students. Areas of continued need will be addressed in our 2019/20 LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services included in this goal area supported some positive outcomes reflected in district metrics, though some indicators remained flat or declined slightly. Highlights include the continued successful expansion of MTSS and PBIS, an increased A-G rate, an increased graduation rate, an increase in the number of students completing a CTE pathway, and an increase in the number of students passing Advanced Placement exams.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actuals and budgeted expenditures were due primarily to the fact that many actual expenditures were not reported in time to be included in the Annual Update portion of the LCAP. In addition, some planned expenditures were moved to other funding sources. Finally, differences in staffing expenditures, based upon particular employees filling a position, the number of subs used, or the hourly rate and number of hours, resulted in differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal and actions will remain the same in 2019/20.

Goal 2

Based on stakeholder engagement including the Annual Update, ensure equitable access and use of innovative technology

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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.	There are currently 13,078 Google Users in 2018/19. Gmail for students has been activated for grades 5-12. From December 2, 2018 to March 28, 2019, 3.9 million emails were sent by staff and students. During that same time period 3.8 million files were created in or uploaded to the district's Google platform.

Expected

Actual

Parent, student, and teacher use of school loop will increase by 5% as measured by School Loop usage reports.

This year Aeries Parent Portal and Communications was used in addition to School Loop. As of May 31, 2019, School Loop reports show nearly 8 million page views for the secondary schools and 3,450 registered households.
This allowed elementary parents and teachers increased access. School Loop will be phased out in 2019/20 and replaced by Aeries Gradebook, Aeries Communication, and the Aeries student and parent portals.

Facilities will be in good repair to support instruction, technology infrastructure, and use.

Facilities are in good repair to support instruction, technology infrastructure, and use, as evidenced by the Facilities Inspection Tool (FIT).

100% of our students will have daily access to technology for instructional purposes.

100% of our students have daily access to technology for instructional purposes. There were 13,909 Chromebooks and 773 iPads in use during the 2018/19 school year. There are 579 WiFi Access Points available to students and staff in our facilities.

Expected

District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.

Actual

The results on the Fall 2018 California Accountability Dashboard indicated a maintained or improved level in the following areas:
-Graduation Rate
-English Language Arts
-Mathematics
-College and Career Indicator
The results indicated an increase in the following areas:
-Suspension Rate
-Chronic Absenteeism

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services   **Actual Actions/Services**   **Budgeted Expenditures**   **Estimated Actual Expenditures**

Provide professional development and training in the use of instructional and assessment technology, including the use of Illuminate, School Loop, Google Apps for Education, other Learning Management Systems and collaboration via video conferencing (hangouts, etc.).	Professional development was provided to staff, including classified staff, on the use of Illuminate, School Loop, Google Suite, other learning management systems and collaboration.	a) $13,000 b) $2,000 c) $2,978 d) $1,000 e) $222,000	a) $13,779 b) $0 c) $1949 d) $93 e) $204307

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	One-to-one devices were implemented at all sites, including a take home pilot at all sites. There are tech leads at all sites. Some sites piloted furniture to facilitate collaboration and multiple seating/standing arrangements.	a) $50,000 b) $9,512 c) $165,000	a) $17,091 b) $2551 c) $0 d) $118

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Increase online resources and access to technology for ALL students at ALL sites to include, • Assistive Technology for Special Education Students • Piloting of new technology (Virtual Reality, Spyros…) • Resources for technology skills development (basic knowledge of devices, typing skills, programs and applications…)	This action increased online resources and access to technology: Assistive Technology is available for special education students. Staff continued to explore additional options and expanded use. New technology was implemented, including Spheros and Google Expedition kits. Resources are shared at Technology Leads' meetings to increase technology skills development for students and staff.	a) $11,000 b) $2,000 c) $2,597 d) $130,000 e) $5,000	a) $0 b) $0 c) $0 d) $9117.17 e) $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pilot the TIM K-12 grade technology scope and sequence of student learning goals to include computer science elements at all grade spans (coding, robotics…)	All sites have administered the TIM teacher survey to staff. The survey provided feedback to teachers about activities to advance their skills.	a) $10,000 b) $2,000 c) $2,407 d) $11,500 e) $15,000	a) $0 b) $0 c) $0 d) $0 e) $0

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services in this goal were generally implemented as planned. We continued to make progress toward equitable access to and innovative use of technology. Areas of continued need will be addressed in our 2019/20 LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The over all evidence affirms that the actions and services in this goal led to an increase in access and use of technology. An updated Technology Plan is slated for board approval in summer 2019, and bond funds supporting technology are scheduled to be released in fall 2019, both of which will support the continued progress toward this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actuals and budgeted expenditures were due primarily to the fact that many actual expenditures were not reported in time to be included in the Annual Update portion of the LCAP. In addition, some planned expenditures were moved to other funding sources. Finally, differences in staffing expenditures, based upon particular employees filling a position, the number of subs used, or the hourly rate and number of hours, resulted in differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The are no planned changes to actions and services in 2019/20.

Goal 3

Based upon academic performance, suspension and graduation data from the CA School Dashboard, improve consistency and equity in teaching and rigorous learning experiences

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.

Actual

Single Plans for Student Achievement include instructional goals designed to support implementation of the state standards.

Expected

Actual

All teachers, paraprofessionals, and administrators will attend at least four professional development opportunities in the areas of curriculum, instruction, and assessment.

All teachers, paraprofessionals, and administrators had multiple opportunities to attend professional learning sessions during the the school year focused on curriculum, instruction, and assessment. Certificated and classified staff attended a variety of professional learning sessions focused on meeting the needs of the whole child at inservice days on October 29, 2018 and January 28, 2019. During monthly meetings, early release collaboration days, and after school sessions staff also had opportunities to attend sessions focused on instruction to support our new standards and recent curriculum adoptions, our new iReady assessment program, and positive behavior support. A new Online Management System(OMS) has been purchased to support all staff with registering and keeping track of professional learning opportunities they attend in the future.

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. Students will have access to standards-aligned instructional materials.

Students have access to standards-aligned instructional materials and teachers use standards-aligned curriculum to support the learning needs of unduplicated pupils. Subgroup data suggest that a performance gap still exists between low income students, English learners and the general population.

Expected

Actual

District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.	The results on the Fall 2018 California Accountability Dashboard indicated a maintained or improved level in the following areas: -Graduation Rate -English Language Arts -Mathematics -College and Career Indicator The results indicated an increase in the following areas: -Suspension Rate -Chronic Absenteeism
Academic Performance Index is currently suspended.	Academic Performance Index is currently suspended.
100% of our teaching staff will be highly qualified and appropriately assigned.	There were two teacher misassignments due a reporting error. We were not able to research and correct prior to the report being submitted to the Commission on Teacher Credentialing (CTC).
District (and school site) English learner performance will increase by at least one level on the California School Dashboard.	English Learners increased by 6 points year-over-year, and increased from orange (lower) to yellow (mid-range), in English language arts. The group increased 7.7 points and moved from orange to yellow in mathematics.

Expected	Actual
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.	1. The 2018 A-G completion rate at Upland High School was 56.4%, up from 52.6% in 2017. 2. Approximately 37% of students are writing at proficient levels as measured by local assessments at UHS, a decrease from 40% in 2017/18. 3. In 2018 26.88% of students were conditionally ready or ready for college mathematics, compared to 28.1% in 2017 as measured by EAP. For ELA, 58.38% were conditionally ready or ready for college ELA in 2018 compared to 61.37% in 2017. 43.8% of students who graduated in 2018 were "prepared" based upon the College and Career Indicator in the CA School Dashboard, a year over year increase of 1.3%. 4. Regarding Advanced Placement, 587 students took at least one exam in 2018, compared to 640 in 2017; 901 exams had a passing score of 3 or better in 2018 compared to 761 in 2017. 5. In 2018/19 210 students enrolled in a CTE pathway, a slight decrease from 217 in 2017/18. In 2018 98 students completed a CTE pathway, up from 89 in 2017.
100% of students have access and enrollment in all required areas of study.	For the 2017/18 school year, all students had full access to a broad course of study as defined by California Education Code 51210 and 51220 (a) - (i).

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development to teachers so that all students will receive intensive reading intervention support.	Teachers attended professional learning sessions focused on the effective implementation of ELA Common Core State Standards, adopted curriculum, and new iReady comprehensive assessment and intervention program.	a) $86,108 b) $19,381 c) $75,000	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide intervention support during and beyond the school day, week, and year for struggling students in Reading, Writing, Algebra and Geometry.	Students were provided intervention supports during summer and Saturday school sessions. Students utilized targeted reading intervention programs such as Achieve 3000 and iReady.	a) $215,000 b) $12,500 c) $43,316	a) $261,233 b) $5,842 c) $51,060

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide additional intervention support during and beyond the school day, week, and year for struggling English Learner, Foster Youth, Low Income, and Special Education students in Reading, Writing, Algebra and Geometry.	Students participated in summer school, after school tutoring, and Saturday school sessions to build their skill sets in reading, writing, algebra, and geometry. Students also utilized targeted intervention supports such as Imagine Learning, Achieve 3000 and iReady programs to increase student success.	a) $44,800 b) $8,522 c) $5,000	a) $62,147 b) $9,813 c) $128 d) $37,099

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pilot an enrichment program PreK-12 that provides rigorous learning experiences beyond the standards for all students.	Incoming ninth grade students participated in a three week YouCubed Math Summer Camp focused on strengthening their mathematical mindset and conceptual understanding. Students participated in several academic competitions such as History Day, Rube Goldberg, and Science Fair.	a) $8,100 b) $1,541 c) $15,000	a) $13,273

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| 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 | A new diagnostic program, iReady, was implemented at all school sites as our district's new universal screener. In addition, students have access to differentiated online and small group instruction that addresses the individual needs of the students. Reading specialists and students participation in literacy labs supported students increase their skills in reading, writing, listening, and speaking. Administrators began the process of refining their SST process. Professional learning sessions focused on increasing educators ability to plan and implement more effective Tier 1 instruction. Teachers participated in "Spotlight Visit" peer observations within the district and with surrounding districts throughout the year. | a) $35,000
b) $7,589
c) $111,000
d) $10,000 | a) $11,860
b) $126,730 |

Action 6

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

| Provide AVID training to staff in order to support our AVID students and programs. | A variety of AVID trainings were provided to administrators and students to strengthen our program district wide. This included attending a summer institute, local workshops, after school sessions, and a winter collaboration conference. | a) $90,000
b) $40,000
c) $30,210
d) $20,000
e) $202,000 | a) $6,549
b) $99,943
c) $7,590
d) $3,364
e) $249,731 |

Action 7

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Expand Foster and Homeless Youth case management to support our Foster and Homeless students.	New Foster and Homeless Youth Case Managers supported Foster and Homeless students across the district.	a) $105,000 b) $46,000	a) $111,374 b) $56,064

Action 8

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

Provide teachers subscription to participate in Teaching Channel forums.	All staff had access to Teacher Channel resources to support individual professional learning needs. In addition, a cohort of teachers participated in a Problem of Practice (POP) professional learning series focused on supporting individualized learning goals.	a) $55,500 b) $10,558 c) $48,000	a) $7,137 b) $1,255 c) $37,105

Action 9

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

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

All new teachers participated in a two day New Teacher Academy prior to the school year starting. Special Education teachers and paraprofessionals attended additional training sessions to build their capacity on the IEP process and practices bound on IDEA. All qualifying new teachers participated in our Center for Teacher Innovation(CTI) program. Our Learning Innovation Leads cohort participated in additional professional learning sessions and monthly meetings to support their peers with innovative instructional practices at their sites and at district wide events.

a) $175,075
b) $50,223
c) $500
d) $100,800

a) $134,053
b) $24,388
c) $1,334
d) $600

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Support the new 9-12 ELA/ELD adoption by, • Providing professional development to 9-12 teachers on the new adoption • Piloting a system of peer observation and support for 9-12 teachers	Professional learning sessions focused on implementing Study Sync, our new ELA/ELD adopted curriculum, were offered at school sites during collaboration meetings, on inservice days and at our internal conference, Upland U.	a) $54,000 b) $10,272 c) $5,000 d) $75,000	a) $260 b) $51 c) $646 d) $247

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support the new 8-12 World Languages adoption by, • Providing professional development to 8-12 teachers on the new adoption • Piloting a system of peer observation and support for 8-12 teachers	Materials were purchased to support the launch our new Mandarin course at Upland High School. Professional learning sessions were provided to our World Language teachers during collaboration meetings throughout the school year.	a) $5,000 b) $951 c) $10,000 d) $5,000	a) $504 b) $95 c) $12,988 d) $1,596

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Support the PreK-12 mathematics adoption by, • Providing professional development to PreK-12 teachers on the adoption • Piloting a system of peer observation and support for PreK-12 teachers	We partnered with DNA Math to lead a professional learning series focused on the mathematical shifts that support the implementation of the Common Core State Standards integrated with our new math adoption for four cohorts of educators this school year. Books and materials were purchased for educators who participated in the DNA professional learning series. We will expand this opportunity in 2019-2020. In addition, teachers had the opportunity to visit peers in their classrooms to observe new instructional practices or participate in coaching sessions with our Math Teachers on Special Assignment.	a) $140,000 b) $26,632 c) $5,000 d) $107,000	a) $3,744 b) $637 c) $1,286 d) $1,995

Action 13

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

Research and implement programs and services to support College and Career readiness to include, • A district-wide articulated PreK-12 STEM program • Increasing Career Technical Education (CTE) opportunities for grade 7-12 students • Increasing Academy (Career Pathway) offerings at our high schools including but not limited to the Media, Arts, Entertainment, PLTW, Health, Engineering, Architecture, and Computer Science at our high schools • Additional supports for English Learner, Low Income, Foster Youth, Homeless, and Special Education students.	Opportunities and offerings for CTE and Career Pathway offerings were enhanced. Secondary Career Pathway, our Foothill Knolls STEM Academy teachers, as well as teachers from other sites, participated in professional development to develop their capacity to implement Project Based Learning. Teachers from several sites visited innovative schools with notable practices related to STEM and CTE to enhance programs and services at their sites. A new STEAM committee was established to create a vision and action plan for future work. They will continue to meet next school year.	a) $44,000 b) $8,371 c) $14,000 d) $83,000	a) $26,790 b) $44,574

Action 14

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

Support General Education / Special Education Teacher collaboration model.	A variety of professional learning sessions were provided to general and special educators that supported best co-teaching practices, Universal Design for Learning strategies, and coaching sessions for co-teaching teams during the school year.	a) $60,000 b) $11,414 c) $20,000	a) $32,017 b) $5,777 c) $3,042

Action 15

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

| Implement the new 7-12 History-Social Science (HSS) adoption by, -Purchase of HSS materials -Providing professional development to 7-12 teachers on the new adoption -Designing of a system of peer observation and support for 7-12 teachers | Grades 7-8 completed the History-Social Science adoption process. All materials have been ordered and will be delivered by end of school year. Professional learning was provided to all educators who participated on the adoption committee. All grade 7-8 teacher have completed their first professional development session to support the implementation of the new curriculum. Grades 9-12 will attend their professional learning sessions during the summer, and all secondary social science teachers will have additional opportunities for support during the 2019-2020 school year. | a) $50,000
b) $9,512
c) $450,000
d) $450,000
d) $10,000 | a) $32,838
b) $5,753
c) $67,245 |

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| Provide professional development to teachers to support the implementation of the Next Generation Science Standards. | Professional learning opportunities focused on the implementation of the Next Generation Science Standards(NGSS) were offered to all staff during inservice days and during after school sessions. A new NGSS committee met several times this year to develop a two year plan to support the 2019-2020 adoption process and implementation of the standards. Two additional secondary teams met, grades 6-8 and grades 9-12, to better understand the new standards and select their course sequence. The teams will continue this work next fall. A Science Teacher on Special Assignment was hired mid-year to support the implementation of NGSS. She will continue to support her secondary peers and the adoption process next school year. | a) $91,658
b) $20,436
c) $75,000 | a) $30,438
b) $5,845
c) $112
d) $10,426 |

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a comprehensive system to monitor student performance and inform instructional practice.	The new assessment committee met several times through the school year to collaborate and develop a comprehensive assessment plan that will inform best practices in all classrooms across the district. They also selected a new universal screener program, iReady, for all K-10 students.	a) $64,000 b) $12,175	a) $206

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Certificated and classified staff will receive two days of professional development that supports the achievement of students.	Certificated and classified staff attended professional learning sessions focused on supporting the academic achievement of all students at inservice days on October 29, 2018 and January 28, 2019.	a) $793,300 b) $81,500 c) $221,000 d) $5,000 e) $7,000	a) $778,961 b) $81,871 c) $317,173 d) $872 e) $9,440

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide transportation to unduplicated pupils.	Transportation was provided to unduplicated pupils.	a) $355,416 b) $165,675 c) $450,000	a) $32,810 b) $16,193 c) $350,851

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services in this goal were generally implemented as planned, though in some cases other funding sources were used. Areas of continued need will be addressed in our 2019/20 LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services included in this goal area supported some positive outcomes reflected in district metrics, though some indicators remained flat or declined slightly. Highlights include an increased A-G rate, an increased graduation rate, an increase in the number of students completing a CTE pathway, an increase in the number of students passing Advanced Placement exams, and an increase in the performance of English learners resulting in their movement from orange (lower) to yellow (higher) in both English language arts and mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actuals and budgeted expenditures were due primarily to the fact that many actual expenditures were not reported in time to be included in the Annual Update portion of the LCAP. In addition, some planned expenditures were moved to other funding sources. Finally, differences in staffing expenditures, based upon particular employees filling a position, the number of subs used, or the hourly rate and number of hours, resulted in differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no planned changes to actions and services in 2019/20.

Goal 4

Based on stakeholder engagement including the Annual Update , 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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

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.

Actual

Increased parent participation in school site events led to more than 30,000 hours of participation as reported by site PTA logs district-wide.

All sites included Goal 4 of their SPSA plan that focused on Parent Engagement at the site and district levels.

Expected	Actual
All schools will presented at least two parent education courses per semester.	Several Aeries parent Communication courses were presented at about 50% of sites by teacher tech's and admin. No formal trainings were carried out.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent workshops on the use of technology to support student achievement and increase school/home communication, including School Loop and other Learning Management Systems.	Parent workshops for Aeries parent communication and student achievement were present at 80% of sites.	a) $54,264 b) $35,136 c) $15,000	a) $50,061.00 b) $32,108.14 c) $56.02

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide all school sites with School Loop and/or Aeries parent portal.	All school sites have been provided with Aeries Parent Portal. Aeries Parent Communication has replaced School Loop.	a) $40,000	a) 37,158.55

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research, identify, and provide parent workshops, academies, and training on how to support student achievement, with a focus on College and Career readiness.	Research was done through parent surveys, and specific subgroups were identified (GATE, SPED, and Social-emotion) in order to plan trainings for next year. No such trainings were conducted this year.	a) $10,200 b) $2,810 c) $12,000 d) $40,000	$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pilot a program to,
• Support more parent involvement using the California Parent Engagement Framework
• Provide flexible, extended hours, and virtual availability of school libraries, counseling departments, and offices
• Survey parent needs and interests
• Provide flexible scheduling of parent events, workshops, and trainings

Program Outcomes
*Parent involvement facilitated by translation and childcare availability as well as topic choice
*Counseling provided for parents in parenting skills and health
*Parent events, workshops, and and trainings were held during times of parent availability
*Parent Survey's were conducted and input was used to create parent groups

a) $7,600
b) $2,093
c) $4,000
d) $47,500

a) $1,352.14
b) $160.31
c) $1,972.77
d) $745.39

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of actions and services for Aeries Parent Portal, Aeries Parent Training, workshops, and Parent surveys was delayed due to personel changes and training needs. The decision to transition from School Loop to Aeries Parent Portal district-wide was difficult due to parents familiarity with School Loop. The decision to create a unified form of communication took time. Through site parent trainings with Aeries parent portal and a district attempt to go completely digital, parents partnered with office staff and admin in order to facilitate this process. Parents began to become very familia with Aeries communication and sites across the district began to benefit from ease of parent communication. Parent surveys were conducted in order to obtain data that would help to plan parent workshops. Parent workshops were planned, as well as a Family Recognition night that recognized parent volunteers and parent liaisons from each site selected by site principals. Although time did not allow for parent workshops, it did allow for their development and planning for the following year. The actions and services were able to increase communication to a new level of effectiveness. Although this digital transition was not without growing pains, parents are excited about the prospect of trainings they have requested and having the ability to communicate more effectively with sites and district.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall effectiveness of action and services focused on Aeries Communication systems, Aeries Parent training, and Parent Surveys resulted in an increased focus on parent participation and involvement at school sites across the district. Parent Workshops did not take place due to change in staffing and overall timelines that were absorbed by other actions. Due to the an increase focus on Aeries Communication all sites were able to ensure that parents could access student attendance, behavior, and academic information with ease. Aeries site trainings ensured parents became familiar with accessing this data in order to communicate directly with teachers in order voice concerns or receive immediate feedback. Parent surveys proved a source of specific feedback in relation to the type of parent workshops parents were seeking. Specific requests for GATE, SPED, and Social-Emotional (Including social media) parents workshops were predominate. Although no workshops were put in place this year, most school sites recorded an average of 10 parent events per site. These site events provided qualitative data to help plan workshops for parents this coming school

year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actuals and budgeted expenditures were due primarily to the fact that many actual expenditures were not reported in time to be included in the Annual Update portion of the LCAP. In addition, some planned expenditures were moved to other funding sources. Finally, differences in staffing expenditures, based upon particular employees filling a position, the number of subs used, or the hourly rate and number of hours, resulted in differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no planned changes to actions and services in 2019/20.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The 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. Input and Information sessions were held on several occasions as referenced below. Upland Unified convenes strategic planning sessions to guide the strategic work of our district as a whole, as well as specific sites and programs. The feedback and input presented by the varied stakeholders informs our yearlong objectives, as well as our district-wide strategic plan and Local Control Accountability Plan. The following strategic planning sessions occurred this year:
-September 26, 2018 - District
-November 14, 2018 - Special Education
-November 15, 2018 - Foothill Knolls
-November 28, 2018 - Upland High
- January 15, 2019 - Support Services
-February 28, 2019 - District

Upland assembled an LCAP Advisory Committee that oversees the development of the LCAP. The group consists of various stakeholder groups. The LCAP Advisory Committee meeting were held on the following dates:
-March 7, 2019
-May 16, 2019
On March 7, the LCAP Advisory Committee met to review the progress made on LCAP goals in 2017/18 school year, learn about planned next steps, and provide input regarding 2019/20 actions and services.

The group also reviewed the agenda and outcomes of the planned Community Forum, scheduled for April. The LCAP Advisory Committee met again May 16, 2019, to review the revised LCAP.

In an effort to continue to increase stakeholder participation in the annual Local Control Accountability Plan (LCAP) process, our district hosted an LCAP Community Forum on Tuesday, April 9, 2019, from 5:30 p.m. to 8:00 p.m. Over one hundred stakeholders attended our interactive community forum. Participants included students, parents, classified/certificated/administrative staff members, and community members. We had representation from student/parent groups including foster youth, homeless, English learner, low income and special education. This year we asked each site/department to invite at least one student (grades 6-12), one parent, one classified staff member, one certificated staff member, and one administrator to take part in the Community Forum. Participants were presented with an overview of the progress made on each of our goals and proposed next steps. Participants also reviewed proposed actions and services. Following each presentation, participants were invited to fill out an online LCAP Feedback survey. The online survey was also made available to all community members via the UUSD website. A link was distributed to parents of Upland Unified students via email through our Aeries Communication system.

The final LCAP Draft was shared with the Upland Unified School Board on June 25, 2019, and made available for public comment at that time. Our LCAP was formally presented to our Board and approved June 27, 2019.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Feedback and input from various stakeholder engagement opportunities contributed to the refinement of goals in the following areas:
-Goal 1: Increase teachers' awareness of dyslexia; develop a systematic approach for supporting unique needs for English learners and special education students in the MTSS framework; continue and expand wellness centers; provide more support to accelerate implementation of MTSS, with a focus on developing specific interventions for Tiers 1, 2, and 3; provide more support for GATE students; expand students' access to social emotional learning curriculum; provide after school programs to help struggling students.
-Goal 2: More professional learning related to technology; increased access to virtual reality kits; reducing to one platform to access information about student progress (i.e. Aeries); and the ability to take Chromebooks home to complete school work to ensure equitable access to technology at home.
-Goal 3: Provide coaching support to teacher regarding behavioral prevention and intervention; provide coaching support regarding co-teaching to support stronger application; professional learning in math, AVID, and iReady; provide professional learning regarding NGSS as we move into adoption; and provide more support for visual and performing arts at the elementary level.

-Goal 4: Support increased parent participation in committees, workshops, and increased attendance at school events; increased communication; develop more specific approaches to reach out to socio-economically disadvantaged families.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Based upon academic performance, suspension and graduation data from the CA School Dashboard, implement a Multi-Tiered System of Supports (MTSS) that aligns programs and services to meet the academic, social, emotional, and physical needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities:

Identified Need:

Data from the state assessment results, Physical Fitness Testing, and the Healthy Kids Survey suggest that there is a need for additional supports to students in order to support their academic, physical and affective needs.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Upland Unified School District will participate as a SUMS MTSS County Knowledge Demonstration District and support the implementation of Cabrillo Elementary and Upland Junior High School as MTSS Knowledge Development Schools.	No Upland schools have MTSS in place.	Two schools, Upland Junior and Cabrillo Elementary, will begin exploration of the MTSS framework school wide.	MTSS frameworks will have been implemented at two schools with an additional six Upland School sites beginning the exploration phase.	Our last cohort of six schools will begin exploration of MTSS frameworks school wide.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All staff will receive professional development to support their understanding of Multi-Tiered System of Supports (MTSS) and Universal Design for Learning.	Two of our schools are MTSS Knowledge Development Sites and a district team supports their implementation of the framework	Our two KDS sites will be operational as MTSS schools with 5 additional schools beginning implementation.	Seven sites will be operational as MTSS schools with 4 additional schools beginning implementation.	Eleven sites will be operational as MTSS schools with 3 additional schools beginning implementation.
All school sites will implement Positive Behavior Interventions and Supports (PBIS) Systems.	Three schools sites are in year two of PBIS implementation and six school sites are in year one of PBIS implementation.	Our remaining five schools will begin year one implementation of PBIS.	All 14 school sites will be fully immersed in PBIS.	All 14 schools will have implemented PBIS with fidelity.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Each site will develop instructional goals to support implementation of new state standards for all students, including English Learners, to be included in their Single Plans for Student Achievement.	All site Single Plans included goals to support implementation of our new state standards.	Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.	Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.	Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.
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	Outcomes are as follows, 1. Our district projected A-G rate for the class of 2016 is 46%. That is an increase of more than 10% from 2015 which stood at 35.8%. 2. 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	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	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	wide with 76% of our students scoring near or above standards. This is a 3% increase over 2015 (73%). 3. 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. 4. 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. 5. Pathway data is as follows; 558 students	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.	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.	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
academic pathway.	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.			
75% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).	As of December 2016 FAFSA reporting, 581 out of 802 seniors (72.4%) have completed their FAFSA application.	75% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).	80% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).	80% 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.	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)	There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.	There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.	There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District-wide Attendance Rate will be 97% or higher.	District-wide attendance as of January 6 is 95.44%	District-wide Attendance Rate will be 97% or higher.	District-wide Attendance Rate will be 97% or higher.	District-wide Attendance Rate will be 97% or higher.
Graduation Rate, district wide and for all subgroups, will be 95% or higher.	2015-2016 District-wide cohort graduation rate is 92.5%.	Graduation Rate, district wide and for all subgroups, will be 95% or higher.	Graduation Rate, district wide and for all subgroups, will be 95% or higher.	Graduation Rate, district wide and for all subgroups, will be 95% or higher.
District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.	District-wide Attendance Chronic Absenteeism Rate yet to be published by CDE.	District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.	District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.	District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.
District-wide Suspension rate will decrease by 5%	District-wide 2015 Suspension rate is 3.4%	District-wide Suspension rate will decrease by 5%	District-wide Suspension rate will decrease by 5%	District-wide Suspension rate will decrease by 5%
Expulsion rate will remain at 0%	Expulsion rate is 0%	Expulsion rate will remain at 0%.	Expulsion rate will remain at 0%.	Expulsion rate will remain at 0%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monitor and decrease by 1% the number of middle school dropouts.	District middle school dropout rate for 2016 is 0.25%	Monitor and decrease by 1% the number of middle school dropouts.	Monitor and decrease by 1% the number of middle school dropouts.	Monitor and decrease by 1% the number of middle school dropouts.
Monitor and decrease by 1% the number of high school dropouts.	District Cohort rate for 2016 is 6.7%.	Monitor and decrease by 1% the number of high school dropouts.	Monitor and decrease by 1% the number of high school dropouts.	Monitor and decrease by 1% the number of high school dropouts.
100% of students will have access and enrollment in all required areas of study.	100% of students have access and enrollment in all required areas of study.	100% of students will have access and enrollment in all required areas of study.	100% of students will have access and enrollment in all required areas of study.	100% of students will have access and enrollment in all required areas of study.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Location(s)**

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide professional development to teachers so that all students in grades K-2 will receive intensive reading intervention support.	Provide professional development and supports so that identified students will receive intensive reading intervention across all grade spans.	Provide professional development and supports so that identified students will receive intensive reading intervention across all grade spans.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Year	2017-18	2018-19	2019-20
Amount	a) $50,000 b) $10,000 c) $20,000 d) $20,000	a) $20,000 b) $3,805 c) $20,000 d) $50,000	a) $5,500 b) $20,000 c) $50,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Classified Salaries b) Books / Supplies c) Other Services

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	New	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
This action was not implemented in 2017–18. See the Annual Update for more information.	Begin implementation of an Integrated Framework which will ensure that all students expected to receive a high school diploma are receiving quality instruction in the general education setting for the majority of their school day.	Begin implementation of an Integrated Framework which will ensure that all students expected to receive a high school diploma are receiving quality instruction in the general education setting for the majority of their school day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	N/A	a) $90,000 b) $25,000 c) $23,427 d) $5,000 e) $45,000	a) $156,000 b) $35,575 c) $43,805 d) $11,000 e) $80,000
Source	N/A	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF
Budget Reference	N/A	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
Specific Student Groups, Low Income, Foster Youth, English Learner, Special Education	Specific Schools, Title I Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Literacy Labs in all Title I schools.	Expenditures for Literacy Labs moved to Title 1.	Expenditures for Literacy Labs moved to Title 1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	a) $900,000 b) $100,000 c) $80,000 d) $20,000 e) $20,000	N/A	N/A
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	N/A	N/A
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	N/A	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide additional support for Low Income, Foster Youth, English Learner, and Special Education students in reading.	Provide additional support for Low Income, Foster Youth, English Learner, and Special Education students.	Provide additional support for Low Income, Foster Youth, English Learner, and Special Education students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	a) $200,000 b) $50,000 c) $80,000	a) $521,752 b) $188,930 c) $51,000 d) $67,000	a) $741,698 b) $233,897 c) $239,689 d) $59,853 e) $111,500
Source	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Classified Salaries b) Benefits c) Books / Supplies d) Other Services

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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 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 sites w/adequate funding to ensure that Integrated/Designated ELD instruction is consistent w/the ELA/ELD Framework, the EL Master Plan, and part of every schools' Single Plan for Student Achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	a) $196,770 b) $80,000 c) $80,000 d) $20,000 e) $20,000	a) $142,250 b) $179,252 c) $114,527 d) $555,267 e) $232,640	a) $212,000 b) $11,000 c) $73,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	Specific Schools, Elementary Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide adequate funding to support Visual and Performing Arts instruction in grades K-6.	Provide adequate funding to support Visual and Performing Arts instruction in grades K-6.	Provide adequate funding to support Visual and Performing Arts instruction in grades K-6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $65,000 b) $10,000 c) $16,000 d) $4,000 e) $100,000	a) $99,526 b) $10,000 c) $31,455 d) $5,000 e) $35,000	a) $91,713 b) $29,533 c) $150,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services	a) Certificated Salaries b) Benefits c) Other Services

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide adequate funding to support physical education, athletics participation, and student engagement through, • Physical education instruction for all students in grades 1-6 • Enhancing and supporting the athletic programs at Upland High School • Supporting our junior high and middle school programs' participation in our local athletic league • Supporting Hillside High School's participation in our local alternative high school athletic league	Provide adequate funding to support physical education, athletics participation, and student engagement through, • Physical education instruction for all students in grades 1-6 • Enhancing and supporting the athletic programs at Upland High School • Supporting our junior high and middle school programs' participation in our local athletic league • Supporting Hillside High School's participation in our local alternative high school athletic league	Provide adequate funding to support physical education, athletics participation, and student engagement through, 1.) PE instruction for all students in grades 1-6 .2.) Enhancing and supporting the athletic programs at Upland High School. 3.) Supporting our Junior High and middle school programs' participation in our local athletic league. 4.) Supporting HIllside High School's participation in our local alternative high school athletic league.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $300,000 b) $60,000 c) $140,000 d) $30,000 e) $50,000	a) $602,570 b) $115,000 c) $150,075 d) $1,000	a) $603,000 b) $217,000 c) $190,100
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies	a) Certificated Salaries b) Classified Salaries c) Benefits

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, Hillside High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Enhance the educational program at Hillside High School by adding elective choices and continuing the pregnant minors program.

2018-19 Actions/Services

Enhance the educational program at Hillside High School by continuing the pregnant minors program.

2019-20 Actions/Services

Enhance the educational program at Hillside High School by continuing the pregnant minors program.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |

Amount

a) $80,000
b) $20,000
c) $80,000
d) $20,000
e) $20,000

a) $55,000
b) $42,000

a) $57,000
b) $43,000

Source

a) LCFF
b) LCFF
c) LCFF
d) LCFF
e) LCFF

a) LCFF
b) LCFF

a) LCFF
b) LCFF

Budget Reference

a) Certificated Salaries
b) Certificated Benefits
c) Classified Salaries
d) Classified Benefits
e) Books / Supplies

a) Classified Salaries
b) Benefits

a) Classified Salaries
b) Benefits

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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.	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.	Continuing implementation of schoolwide Positive Behavior Intervention Support systems with appropriate options for other means of corrective action prior to suspension at all school sites.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	a) $100,000 b) $40,000 c) $40,000 d) $10,000 e) $50,000 f) $100,000	a) $47,500 b) $19,817 c) $17,155 d) $40,000 e) $10,000	a) $26,000 b) $60,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services	a) Certificated Salaries b) Other Services

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Research and implement strategies to improve attendance rates at all school sites that include supports and interventions for students and families.

2018-19 Actions/Services

Research and implement strategies to improve attendance rates at all school sites that include supports and interventions for students and families, including strategic support for students with chronic absenteeism.

2019-20 Actions/Services

Research and implement strategies to improve attendance rates at all school sites that include supports and interventions for students and families, including strategic support for students with chronic absenteeism.
Screen reader support enabled.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $40,000 b) $10,000 c) $8,000 d) $2,000 e) $40,000	a) $20,000	a) $4,500
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF	a) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) Books/Supplies	a) Books/Supplies

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Research and implement a comprehensive guidance program (7-12) that includes yearly counseling sessions with student and parents regarding college and career planning, A-G course monitoring, and research based interventions.	Implement a comprehensive guidance program (7-12) that includes yearly counseling sessions with student and parents regarding college and career planning, A-G course monitoring, and research based interventions.	Install a comprehensive guidance program (6-12) that includes yearly counseling sessions with student and parents regarding college and career planning, A-G course monitoring, and research based interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $40,000 b) $10,000 c) $40,000 d) $50,000	a) $10,000	a) $199,052 b) $57,866 c) $60,850
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Other Services	a) Certificated Salaries b) Benefits c) Other Services

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide expanded counseling services to all school sites for students and families through the Upland Unified School District Counseling Center to serve the needs of our targeted populations.	Provide expanded counseling services to all school sites for students and families through the Upland Unified School District Counseling Center, and develop partnerships with community based mental health providers, to serve the needs of our targeted populations.	Provide expanded counseling and support services to all school sites for students and families through the Upland Unified School District Counseling Center, and develop partnerships with community based mental health providers, to serve the needs of our targeted populations.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount		
a) $80,000 b) $25,000 c) $40,000 d) $10,000 e) $25,000 f) $50,000	a) $141,230 b) $70,680 c) $13,250 d) $85,100	a) $239,800 b) $131,600 c) $9,500 d) $10,500

Source		
a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF

Budget Reference		
a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) Classified Salaries b) Benefits c) Books / Supplies d) Other Services	a) Classified Salaries b) Benefits c) Books / Supplies d) Other Services

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, Secondary schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

This action was not implemented in 2017–18. See the Annual Update for more information.

2018-19 Actions/Services

Provide secondary students with education and training to include: suicide prevention, substance abuse prevention, sexual health, and pro-social behavior curriculum.

2019-20 Actions/Services

Provide secondary students with education and training to include: suicide prevention, substance abuse prevention, sexual health, and Crossroads pro-social behavior curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	a) $85,000	a) $1,000 b) $111,000
Source	N/A	a) LCFF	a) LCFF b) LCFF
Budget Reference	N/A	a) Other Services	a) Books / Supplies b) Other Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Based on stakeholder engagement including the Annual Update, ensure equitable access and use of innovative technology

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Identified Need:

Based upon feedback from stakeholders, there is a need to increase student engagement and access to learning through the use of technology.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

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.

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.

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.

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.

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.

Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.

Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.

Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.

Facilities will be in good repair to support instruction, technology infrastructure, and use.

Facilities are in good repair as measured by SARC Facilities inspection. We continue to make upgrades to district technology to support Future Ready initiative.

Facilities will be in good repair to support instruction, technology infrastructure, and use.

Facilities will be in good repair to support instruction, technology infrastructure, and use.

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, including for the purpose of implementing the CCSS for all students, including EL.	All of our students have daily access to technology.	100% of our students will have daily access to technology for instructional purposes.	100% of our students will have daily access to technology for instructional purposes.	100% of our students will have daily access to technology for instructional purposes.
District (and school site) performance in areas related to student achievement will increase by 5% on the California Accountability Dashboard.	District performance based on the Spring 2017 Accountability Dashboard is as follows: • English Learner Progress – Yellow (72.8% status) • English Language Arts – Green (0.5 points above level 3) • Mathematics - Yellow (27.7 points below level 3)	District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.	District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.	District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide professional development and

2018-19 Actions/Services

Provide professional development and

2019-20 Actions/Services

Provide professional development and

training in the use of instructional and assessment technology, including the use of Illuminate, School Loop, Google Apps for Education, other Learning Management Systems and collaboration via video conferencing (hangouts, etc.).

training in the use of instructional and assessment technology, including the use of Illuminate, School Loop, Google Apps for Education, other Learning Management Systems and collaboration via video conferencing (hangouts, etc.).

training in the use of instructional and assessment technology, including the use of Illuminate, Google Suite, other Learning Management Systems and collaboration via video conferencing (hangouts, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $80,000 b) $25,000 c) $40,000 d) $10,000 e) $50,000 f) $50,000	a) $13,000 b) $2,000 c) $2,978 d) $1,000 e) $222,000	a) $97,849 b) $32,000 c) $2,000 d) $200 e) $2,000 f) $78,600
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF

| **Budget Reference** | a) Certificated Salaries
b) Certificated Benefits
c) Classified Salaries
d) Classified Benefits
e) Books / Supplies
f) Other Services | a) Certificated Salaries
b) Classified Salaries
c) Benefits
e) Books / Supplies
f) Other Services | a) Certificated Salaries
b) Certificated Benefits
c) Classified Salaries
d) Classified Benefits
e) Books / Supplies
f) Other Services |

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $80,000 b) $20,000 c) $25,000 d) $7,000	a) $50,000 b) $9,512 c) $165,000	a) $45,000 b) $9,512 c) $50,000 d) $10,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF

Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits	a) Certificated Salaries b) Benefits c) Other Services	a) Certificated Salaries b) Certificated Benefits c) Instructional Materials d) Other Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified

2017-18 Actions/Services

Increase online resources and access to technology for ALL students at ALL sites to include,
• Assistive Technology for Special Education Students
• Piloting of new technology (Virtual Reality, Spyros…)
• Resources for technology skills development (basic knowledge of devices, typing skills, programs and applications…)

2018-19 Actions/Services

Increase online resources and access to technology for ALL students at ALL sites to include,
• Assistive Technology for Special Education Students
• Piloting of new technology (Virtual Reality, Spyros…)
• Resources for technology skills development (basic knowledge of devices, typing skills, programs and applications…)

2019-20 Actions/Services

Increase online resources and access to technology for ALL students at ALL sites to include, 1.) Assistive Technology for Special Education Students 2.) Piloting of new technology (Virtual Reality, Spheros…) 3.) Resources for technology skills development (basic knowledge of devices, typing skills, programs and applications…)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $60,000 b) $20,000 c) $25,000 d) $7,000	a) $11,000 b) $2,000 c) $2,597 d) $130,000 e) $5,000	a) $50,000

Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits	a) Certificated Salaries b) Classified Salaries c) Benefits c) Books / Supplies d) Other Services	a) Books / Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide training on the Technology Integration Matrix (TIM) K-12 grade technology scope and sequence of student learning goals to include computer science elements at all grade spans (coding, robotics…)	Pilot the TIM K-12 grade technology scope and sequence of student learning goals to include computer science elements at all grade spans (coding, robotics…)	Pilot the Technology Integration Matrix (TIM) K-12 grade technology scope and sequence of student learning goals to include computer science elements at all grade spans (coding, robotics…)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $60,000 b) $20,000 c) $25,000	a) $10,000 b) $2,000 c) $2,407 d) $11,500 e) $15,000	a) $1,500 b) $12,000

Source	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books/Supplies c) Other Services	a) Books/Supplies b) Other Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Based upon academic performance, suspension and graduation data from the CA School Dashboard, improve consistency and equity in teaching and rigorous learning experiences

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Identified Need:

Based upon academic performance, suspension and graduation data from the CA School Dashboard, there is a need to ensure that all students district wide receive the same quality level learning experiences and that we provide individualized equitable support for students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.	All site Single Plans included goals to support implementation of our new state standards.	Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.	Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.	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 district staff were provided multiple opportunities to attend site, district, and or external professional learning.	All teachers, paraprofessionals, and administrators will attend at least four professional development opportunities in the areas of curriculum, instruction, and assessment.	All teachers, paraprofessionals, and administrators will attend at least four professional development opportunities in the areas of curriculum, instruction, and assessment.	All teachers, paraprofessionals, and administrators will attend at least four professional development opportunities in the areas of curriculum, instruction, and assessment.

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, English Learner, and Special Education students. Students will have access to standards-aligned instructional materials.

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.

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. Students will have access to standards-aligned instructional materials.

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. Students will have access to standards-aligned instructional materials.

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. Students will have access to standards-aligned instructional materials.

District (and school site) performance in all areas will increase by at least 5% on the California Accountability Dashboard.

District performance based on the Spring 2017 Accountability Dashboard is as follows:
• English Learner Progress – Yellow (72.8% status)
• English Language Arts – Green (0.5 points above level 3)
• Mathematics - Yellow (27.7 points below level 3)
• . Suspension Rate – Green (3.3%)
• Graduation Rate – Yellow (94.7%)

District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.

District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.

District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.

Academic Performance Index will increase.

Academic Performance Index is currently suspended.

Academic Performance Index is currently suspended.

Academic Performance Index is currently suspended.

Academic Performance Index is currently suspended.

100% of our teaching staff will be highly qualified and appropriately assigned.

100% of our teaching staff will be highly qualified and appropriately assigned.

100% of our teaching staff will be highly qualified and appropriately assigned.

100% of our teaching staff will be highly qualified and appropriately assigned.

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.

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
Number of 2014-15 Annual CELDT Takers-1,220
Number with Required Prior CELDT Scores-1,218
Percentage with Required Prior CELDT Scores-99.8%
Number in Cohort Meeting Annual Growth Target-774
Percentage Meeting AMAO 1 in LEA-63.5%
2014-15 Target-60.5%

We will meet or exceed all AMAOs for EL English Proficiency and Reclassification.

District (and school site) English learner performance will increase by at least one level on the California School Dashboard.

District (and school site) English learner performance will increase by at least one level on the California School Dashboard.

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort
Number of 2014-15 English Learners in Cohort-769
Number in Cohort Attaining the English Proficient Level-243
Percentage in Cohort Attaining the English Proficient Level-31.6%
2014-15 Target-24.2%

5 Years or More Cohort
Number of 2014-15 English Learners in Cohort-594
Number in Cohort Attaining the English Proficient Level-362
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
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

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

Outcomes are as follows,
1. Our district projected A-G rate for the class of 2016 is 46%. That is an increase of more than 10% from 2015 which stood at 35.8%.
2. Local assessments were modified for this year and the data to assess this metric will be available next year. CAASPP results

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.

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.

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.

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

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%).
3. 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.
4. 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.

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.

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.

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.

who enroll in and complete an academic pathway.	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.			
100% of students will have access and enrollment in all required areas of study.	100% of students have access and enrollment in all required areas of study.	100% of students have access and enrollment in all required areas of study.	100% of students have access and enrollment in all required areas of study.	100% of students have access and enrollment in all required areas of study.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide professional development to teachers so that all students in grades K-2 will receive intensive reading intervention support.	Provide professional development to teachers so that all students will receive intensive reading intervention support.	Provide professional development to teachers so that all students will receive intensive reading intervention support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $60,000 b) $20,000 c) $25,000 d) $25,000	a) $86,108 b) $19,381 c) $75,000	a) $19,000 b) $3,602
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Other Services	a) Certificated Salaries b) Benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide intervention support during and beyond the school day, week, and year for struggling students in Reading, Writing, Algebra and Geometry.	Provide intervention support during and beyond the school day, week, and year for struggling students in Reading, Writing, Algebra and Geometry.	Provide intervention support during and beyond the school day, week, and year for struggling students in Reading, Writing, Algebra and Geometry.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	a) $175,000 b) $50,000 c) $40,000 d) $10,000 e) $50,000	a) $215,000 b) $12,500 c) $43,316	a) $235,000 b) $12,500 c) $50,916
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) Certificated Salaries b) Classified Salaries c) Classified Benefits	a) Certificated Salaries b) Classified Salaries c) Benefits

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide additional intervention support during and beyond the school day, week, and year for struggling English Learner, Foster Youth, Low Income, and Special Education 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, Low Income, and Special Education 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, Low Income, and Special Education students in Reading, Writing, Algebra and Geometry.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $50,000 b) $10,000 c) $25,000 d) $7,000 e) $25,000	a) $44,800 b) $8,522 c) $5,000	a) $46,000 b) $1,000 c) $8,950 d) $35,000 e) $26,200
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) Certificated Salarie d) Benefits e) Books / Supplies	a) Certificated Salaries b) Classified Salaries c) Benefits d) Instructional Materials e) Services/ Consultants

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Design an enrichment program PreK-12 that provides rigorous learning experiences beyond the standards for all students.	Pilot an enrichment program PreK-12 that provides rigorous learning experiences beyond the standards for all students.	Implement an enrichment program PreK-12 that provides rigorous learning experiences beyond the standards for all students.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	a) $70,000 b) $20,000 c) $25,000	a) $8,100 b) $1,541 c) $15,000	a) $8,100 b) $1,600 c) $26,000

Source	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies	a) Certificated Salaries b) Benefits c) Other Services	a) Certificated Salaries b) Benefits c) Services/Consultants

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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	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	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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $70,000 b) $20,000 c) $25,000 d) $7,000 e) $25,000	a) $35,000 b) $7,589 c) $111,000 d) $10,000	a) $5,000 b) $951 c) $25,000 d) $335,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Instructional Materials d) Services/Consultants

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide AVID training to staff in order to support our AVID students and programs.	Provide AVID training to staff in order to support our AVID students and programs.	Provide AVID training to staff in order to support our AVID students and programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount		
a) $90,000	a) $90,000	a) $341,698
b) $20,000	b) $40,000	b) $80,000
c) $40,000	c) $30,210	c) $91,321
d) $10,000	d) $20,000	d) $10,000
e) $38,000	e) $202,000	e) $200,500
f) $50,000		

Source		
a) LCFF	a) LCFF	a) LCFF
b) LCFF	b) LCFF	b) LCFF
c) LCFF	c) LCFF	c) LCFF
d) LCFF	d) LCFF	d) LCFF
e) LCFF	e) LCFF	e) LCFF
f) LCFF		

Budget Reference		
a) Certificated Salaries	a) Certificated Salaries	a) Certificated Salaries
b) Certificated Benefits	b) Classified Salaries	b) Classified Salaries
c) Classified Salaries	c) Benefits	c) Benefits
d) Classified Benefits	d) Books / Supplies	d) Instructional Materials
e) Books / Supplies	e) Other Services	e) Services/Consultants
f) Other Services		

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served		**Location(s)**
N/A		N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
Foster Youth	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain the Foster Youth Case Manager to support our Foster Youth students.	Expand Foster and Homeless Youth case management to support our Foster and Homeless students.	Expand Foster and Homeless Youth case management to support our Foster and Homeless students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $90,000 b) $20,000	a) $105,000 b) $46,000	a) $100,000 b) $56,200
Source	a) LCFF b) LCFF	a) LCFF b) LCFF	a) LCFF b) LCFF
Budget Reference	a) Classified Salaries b) Classified Benefits	a) Classified Salaries b) Benefits	a) Classified Salaries b) Benefits

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide teachers subscription to participate in Teaching Channel forums.	Provide teachers subscription to participate in Teaching Channel forums.	Provide teachers subscription to participate in Teaching Channel forums.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	a) $20,000 b) $4,000 c) $10,000 d) $2,000 e) $10,000 f) $30,000	a) $55,500 b) $10,558 c) $48,000	a) $9,000 b) $1,700

Source

a) LCFF	a) LCFF	a) LCFF
b) LCFF	b) LCFF	b) LCFF
c) LCFF	c) LCFF	
d) LCFF		
e) LCFF		
f) LCFF		

Budget Reference

a) Certificated Salaries	a) Certificated Salaries	a) Certificated Salaries
b) Certificated Benefits	b) Benefits	b) Benefits
c) Classified Salaries	c) Other Services	
d) Classified Benefits		
e) Books / Supplies		
f) Other Services		

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**

| N/A | N/A | N/A |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount			
	a) $60,000 b) $8,000 c) $10,000 d) $5,000	a) $175,075 b) $50,223 c) $500 d) $100,800	a) $123,000 b) $40,317 c) $1,000 d) $100,800
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Instructional Materials d) Services/Consultants

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, High Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Implement the new 9-12 ELA/ELD adoption by, • Purchasing ELA/ELD materials 9-12 • Providing professional development to 9-12 teachers on the new adoption • Designing of a system of peer observation and support for 9-12 teachers	Support the new 9-12 ELA/ELD adoption by, • Providing professional development to 9-12 teachers on the new adoption • Piloting a system of peer observation and support for 9-12 teachers	Support the new 9-12 ELA/ELD adoption by, • Providing professional development to 9-12 teachers on the new adoption • Expanding a system of peer observation and support for 9-12 teachers

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	a) $100,000 b) $15,000 c) $850,000 d) $50,000	a) $54,000 b) $10,272 c) $5,000 d) $75,000	a) $9,000 b) $1,700
Source	a) LCFF b) LCFF c) Lottery d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, Secondary Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Implement the new 8-12 World Languages adoption by, • Purchasing World Languages materials 8-12 • Providing professional development to 8-12 teachers on the new adoption • Designing of a system of peer observation and support for 8-12 teachers	Support the new 8-12 World Languages adoption by, • Providing professional development to 8-12 teachers on the new adoption • Piloting a system of peer observation and support for 8-12 teachers	Support the new 8-12 World Languages adoption by, • Providing professional development to 8-12 teachers on the new adoption • Expanding a system of peer observation and support for 8-12 teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $20,000 b) $5,000 c) $270,000 d) $50,000	a) $5,000 b) $951 c) $10,000 d) $5,000	a) $9,000 b) $1,700 c) $10,000 d) $3,500
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Instructional Materials d) Services/Consultants

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Implement the new PreK-12 mathematics adoption by, • Purchasing mathematics materials PreK-12 • Providing professional development to PreK-12 teachers on the new adoption • Designing of a system of peer observation and support for PreK-12 teachers	Support the PreK-12 mathematics adoption by, • Providing professional development to PreK-12 teachers on the adoption • Piloting a system of peer observation and support for PreK-12 teachers	Support the PreK-12 mathematics adoption by, • Providing professional development to PreK-12 teachers on the new adoption • Expanding a system of peer observation and support for PreK-12 teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $200,000 b) $30,000 c) $1,671,876 d) $50,000	a) $140,000 b) $26,632 c) $5,000 d) $107,000	a) $320,698 b) $84,332 c) $31,500
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Services/Consultants

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Research and implement programs and services to support College and Career readiness to include, • A district-wide articulated PreK-12 STEM program • Increasing Career Technical Education (CTE) opportunities for grade 7-12 students • Increasing Academy (Career Pathway) offerings at our high schools including but not limited to the Media, Arts, Entertainment, PLTW, Health, Engineering, Architecture, and Computer Science at our high schools • Additional supports for English Learner, Low Income, Foster Youth, Homeless, and Special Education students.	Research and implement programs and services to support College and Career readiness to include, • A district-wide articulated PreK-12 STEM program • Increasing Career Technical Education (CTE) opportunities for grade 7-12 students • Increasing Academy (Career Pathway) offerings at our high schools including but not limited to the Media, Arts, Entertainment, PLTW, Health, Engineering, Architecture, and Computer Science at our high schools • Additional supports for English Learner, Low Income, Foster Youth, Homeless, and Special Education students.	Research and implement programs and services to support College and Career readiness to include, • A district-wide articulated PreK-12 STEM program • Increasing Career Technical Education (CTE) opportunities for grade 7-12 students • Increasing Academy (Career Pathway) offerings at our high schools including but not limited to the Media, Arts, Entertainment, PLTW, Health, Engineering, Architecture, and Computer Science at our high schools • Additional supports for English Learner, Low Income, Foster Youth, Homeless, and Special Education students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $100,000 b) $30,000 c) $100,000 d) $20,000	a) $44,000 b) $8,371 c) $14,000 d) $83,000	a) $32,000 b) $6,166 c) $20,000 d) $115,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Instructional Materials d) Services/Consultants

Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students, Students with Disabilities

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support General Education / Special Education Teacher collaboration model.	Support General Education / Special Education Teacher collaboration model.	Support General Education / Special Education Teacher collaboration model.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $20,000 b) $4,000 c) $10,000 d) $10,000	a) $60,000 b) $11,414 c) $20,000	NA

Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF	NA
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Other Services	NA

Action #15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	Specific Grade spans, 7-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	New	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
This action was not implemented in 2017/18. See the Annual Update for more information.	Implement the new 7-12 History-Social Science (HSS) adoption by, -Purchase of HSS materials -Providing professional development to 7-12 teachers on the new adoption -Designing of a system of peer observation and support for 7-12 teachers	Implement the new 7-12 History-Social Science (HSS) adoption by, -Providing professional development to 7-12 teachers on the new adoption -Designing of a system of peer observation and support for 7-12 teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	a) $50,000 b) $9,512 c) $450,000 d) $450,000 d) $10,000	a) $16,500 b) $3,200 d) $3,000

Source	N/A	a) LCFF b) LCFF c) LCFF d) Lottery e) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	N/A	a) Certificated Salaries b) Benefits c) Books / Supplies d) Books / Supplies e) Other Services	a) Certificated Salaries b) Benefits c) Services/Consultants

Action #16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	New	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
This action was not implemented in 2017/18. See the Annual Update for more information.	Provide professional development to teachers to support the implementation of the Next Generation Science Standards.	Provide professional development to teachers to support the implementation of the Next Generation Science Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	a) $91,658 b) $20,436 c) $75,000	a) $160,849 b) $42,300 c) $1,200,000 d) $25,000
Source	N/A	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF

Budget Reference	N/A	a) Certificated Salaries b) Benefits c) Other Services	a) Certificated Salaries b) Benefits c) Instructional Materials c) Services/Consultants

Action #17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was not implemented in 2017/18. See the Annual Update for more information.	Develop a comprehensive system to monitor student performance and inform instructional practice.	Develop a comprehensive system to monitor student performance and inform instructional practice.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	a) $64,000 b) $12,175	a) $9,000 b) $1,750 c) $156,000
Source	N/A	a) LCFF b) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	N/A	a) Certificated Salaries b) Benefits	a) Certificated Salaries b) Benefits c) Services/Consultants

Action #18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Location(s)**

All Students		All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	New	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
This action was not implemented in 2017/18. See the Annual Update for more information.	Certificated and classified staff will receive two days of professional development that supports the achievement of students.	Certificated and classified staff will receive two days of professional development that supports the achievement of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	a) $793,300 b) $81,500 c) $221,000 d) $5,000 e) $7,000	a) $818,100 b) $83,500 c) $227,750 d) $5,000 e) $33,000
Source	N/A	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF
Budget Reference	N/A	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits d) Instructional Materials e) Services/Consultants

Action #19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	New	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
This action was not implemented in 2017/18. See the Annual Update for more information.	Provide transportation to unduplicated pupils.	Provide transportation to unduplicated pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	a) $355,416 b) $165,675 c) $450,000	a) $391,000 b) $176,500 c) $450,000

Source	N/A	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	N/A	a) Classified Salaries b) Benefits c) Other Services	a) Classified Salaries b) Benefits c) Services/Consultants

Action #20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Location(s)**

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Scope of Services:**   **Location(s)**

N/A   N/A   N/A

Actions/Services

Select from New, Modified, or Unchanged   **Select from New, Modified, or Unchanged**   **Select from New, Modified, or Unchanged**

for 2017-18	**for 2018-19**	**for 2019-20**
		New

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	Provide Innovative Professional Learning To Support Student Achievement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a) $73,200 b) $14,300 c) $16,000 d) $9,000
Source	N/A	N/A	a) LCFF b) LCFF c) LCFF d) LCFF
Budget Reference	N/A	N/A	a) Certificated Salaries b) Benefits c) Instructional Materials d) Services/Consultants

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Based on stakeholder engagement including the Annual Update , 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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

Based upon stakeholder feedback, there is a need for a formalized parent engagement framework that promotes meaningfully community participation in our schools.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

The number of opportunities for parents to meaningfully engage in school events will increase by 10% and will include opportunities to seek parent input.	Opportunities for parents to meaningfully engage in learning increased this year. In 2016-2017, 199 number of student opportunities were provided to parents compared to 164 in 2015-2016.	The number of opportunities for parents to meaningfully engage in school events will increase by 10% and will include opportunities to seek parent input.	The number of opportunities for parents to meaningfully engage in school events will increase by 10% and will include opportunities to seek parent input.	Create a Family web page and offer classes to address Academic, Social-Emotional, and Physical needs of students.
All schools will include a parental involvement goal in their Single Plans for Student Achievement.	All schools have a parental involvement goal/action in their Single Plans.	All schools will include a parental involvement goal in their Single Plans for Student Achievement.	All schools will include a parental involvement goal in their Single Plans for Student Achievement.	Develop Diverse family focus groups that help determine how information will be accessed.
All schools will present at least two parent education courses per semester	All schools will presented at least two parent education courses per semester.	All schools will presented at least two parent education courses per semester.	All schools will presented at least two parent education courses per semester.	Offer Family education HOME series to build Literacy & Numeracy skills.

Provide parent workshops for parent education in academic and social-emotional health of their students for varying student groups.	No district parent workshops exist	N/A	N/A	Maintain & Build Parent Leadership and Advocacy Skills.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	New

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide parent workshops on the use of technology to support student achievement including School Loop and other Learning Management Systems.	Provide parent workshops on the use of technology to support student achievement and increase school/home communication, including School Loop and other Learning Management Systems.	Create a Family web page and offer classes to address Academic, Social-Emotional, and Physical needs of students.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	a) $25,000 b) $5,000 c) $20,000	a) $54,264 b) $35,136 c) $15,000	d) $6,000.00 e) $3,900.00

Source	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF	d) PRNT e) PRNT
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies	a) Classified Salaries b) Benefits c) Other Services	d) instructional materials e) services/consultants

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

Provide all school sites with School Loop and/or Aeries parent portal.

2018-19 Actions/Services

Provide all school sites with School Loop and/or Aeries parent portal.

2019-20 Actions/Services

Develop Diverse family focus groups that help determine how information will be accessed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $25,000 b) $5,000 c) $20,000 d) $5,000 e) $10,000 f) $80,000	a) $40,000	d) instructional materials e) consultants

Source			
	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF	a) LCFF	d) PRNT e) PRNT

Budget Reference			
	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) Books / Supplies	d) $5,000.00 e) $85,000.00

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Scope of Services:**   **Location(s)**

English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	New

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Research, identify, and provide parent workshops, academies, and training on how to support student achievement.	Research, identify, and provide parent workshops, academies, and training on how to support student achievement, with a focus on College and Career readiness.	Offer Family education HOME series to build Literacy & Numeracy skills.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	a) $25,000 b) $5,000 c) $20,000 d) $5,000 e) $10,000 f) $15,000	a) $10,200 b) $2,810 c) $12,000 d) $40,000	d) $10,000.00 e) $45,000.00

Source

a) LCFF	a) LCFF	d) PRNT
b) LCFF	b) LCFF	e) PRNT
c) LCFF	c) LCFF	
d) LCFF	d) LCFF	
e) LCFF		
f) LCFF		

Budget Reference

a) Certificated Salaries	a) Classified Salaries	d) instructional materials
b) Certificated Benefits	b) Benefits	e) consultants
c) Classified Salaries	c) Books / Supplies	
d) Classified Benefits	d) Other Services	
e) Books / Supplies		
f) Other Services		

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served **Scope of Services:** **Location(s)**

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

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

2018-19 Actions/Services

Pilot a program to,
• Support more parent involvement using the California Parent Engagement Framework
• Provide flexible, extended hours, and virtual availability of school libraries, counseling departments, and offices
• Survey parent needs and interests
• Provide flexible scheduling of parent events, workshops, and trainings

2019-20 Actions/Services

Maintain & Build Parent Leadership and Advocacy Skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $25,000 b) $7,000 c) $20,000 d) $5,000 e) $10,000 f) $15,000	a) $7,600 b) $2,093 c) $4,000 d) $47,500	d) $20,000.00
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	d) PRNT
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) Classified Salaries b) Benefits c) Books / Supplies d) Other Services	d) instructional materials

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$8,819,646

Percentage to Increase or Improve Services

10.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Upland Unified School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school sites as all requests in expending funds go through an approval process through the Ed Services office in ensuring that funds are spent to benefit these subgroups of students.

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:
• Implementation of a Multi-Tiered System of Supports (MTSS) that has quality first instruction, uses data to inform decision making, and has appropriate supports and interventions for targeted student groups
• Improve consistency and equity in programs and services for targeted subgroups with a focus on research based supports and interventions
• Provide additional supports and interventions to support identified subgroups access and understanding of content, strategies to engage students in

school, and enrichment opportunities such as Career Technical Education

Based on supporting research, experience, and educational theory, the Upland Unified School District has determined these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

Specific actions and services designed to improve student achievement that principally meets the needs of low income, EL and foster youth include:

-Provide additional support for Low Income, Foster Youth, English Learners, and Special Education 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 school's Single Plan for Student Achievement.

-Provide additional intervention support during and beyond the school day, week, and year for struggling English Learner, Foster Youth, Low Income, and Special Education students in Reading, Writing, Algebra and Geometry.

For Low Income, Foster Youth, Special Education and English Learners: Provide additional supports for:

o Diagnostic tools to identify reading, writing, and math proficiency levels

o Writing instruction through Literacy Labs and other supports

o MTSS supports at each site

o Refine the SST process at all sites

o Instructional round and peer observation protocols

o Reading intervention program at secondary sites

o Maintain the Foster Youth Case Manager to support our Foster Youth students.

o Research, identify, and provide parent workshops, academies, and training on how to support student achievement.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$10,186,840	11.78%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Upland Unified School District is using the LCFF supplemental funds to improve student achievement in order to meet the needs of low-income students, English learners, and Foster Youth. All requests for fund expenditure at the site level go through an approval process that includes the Educational Services office in order to ensure that funds are spent to benefit these specific groups of students.

Further, funds expended at the district level will be used in the following ways, which is in response to research about best practices, current data about the district's performance across a number of indicators, and stakeholder input via a Community Forum, Community Survey and various gatherings.
-Implementation of a Multi-Tiered System of Supports (MTSS) that has quality first instruction, uses data to inform decision making, and has appropriate supports and interventions for targeted student groups
-Improve consistency and equity in programs and services for targeted groups with a focus on research-based supports and interventions
-Provide additional supports and interventions to support identified student groups access to and understanding of content, strategies to engage students in school, as well as enrichment opportunities
Based on supporting research, experience, and educational theory, the Upland Unified School District has determined that these actions described in the LCAP are the most effective use of funds to meet the district's goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner that benefits the intended student groups.

Specific actions and services designed to improve student achievement that principally meets the needs of low income, EL and foster youth include:
-Provide additional support for Low Income, Foster Youth, English Learners, and Special Education students in reading.
-Provide sites with adequate funding to ensure that Integrated/Designated ELD instruction is consistent with ELA/ELD Framework the EL Master Plan, and part of every school's Single Plan for Student Achievement.
-Provide additional intervention support during and beyond the school day, week, and year for struggling English Learner, Foster Youth, Low Income, and Special Education students in Reading, Writing, Algebra and Geometry.
-Expand Foster and Homeless Youth case management to support our Foster and Homeless students.
-Provide transportation to unduplicated pupils.
-Research, identify and provide parent workshops, academies, and training on how to support student achievement, with a focus on college and career readiness.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$11,384,143

Upland Unified School District is using the LCFF supplemental funds to improve student achievement in order to meet the needs of students identified as low-income, English learners, homeless and Foster Youth. All requests for fund expenditure at the site level go through an approval process that includes the Educational Services office in order to ensure that funds are spent to benefit these specific groups of students.

Funds expended at the district level will be aligned with evidence-based practices, current data about the district's performance across various of indicators, perception data gathered from surveys of students, parents, teachers and other staff, and stakeholder input via a Community Forum, Community Survey and other various gatherings. Our funds are focused on our four LCAP goals describes as:

-Implementation of a Multi-Tiered System of Supports (MTSS) that has quality first instruction, uses data to inform decision making, and has appropriate supports and interventions for targeted student groups
-Implementation of a technology plan that improves access and use of innovative technology to improve teaching and learning
-Improve consistency and equity in teaching, learning, programs and services for targeted student groups
-Provide additional access to supports and interventions to increase student understanding of content, development of skills and use of instructional strategies to increase literacy, numeracy and social-emotional and behavioral competency.

Specific actions and services designed to improve student achievement t

-Provide additional support for Low Income, Foster Youth, English Learners, and Special Education students in reading.
-Provide sites with adequate funding to ensure that Integrated/Designated ELD instruction is consistent with ELA/ELD Framework the EL Master Plan, and part of every school's Single Plan for Student Achievement.
-Provide additional intervention support during and beyond the school day, week, and year for struggling English Learner, Foster Youth, Low Income, and Special Education students in Reading, Writing, Algebra and Geometry.
-Expand Foster and Homeless Youth case management to support our Foster and Homeless students.
-Provide transportation to unduplicated pupils.
-Research, identify and provide parent workshops, academies, and training on how to support student achievement, with a focus on college and career readiness.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Upland Unified School District is using the LCFF supplemental funds to improve student achievement in order to meet the needs of low-income students, English learners, and Foster Youth. All requests for fund expenditure at the site level go through an approval process that includes the Educational Services office in order to ensure that funds are spent to benefit these specific groups of students.

Further, funds expended at the district level will be aligned with research about best practices, current data about the district's performance across a number of indicators, and stakeholder input via a Community Forum, Community Survey and other various gatherings.
-Implementation of a Multi-Tiered System of Supports (MTSS) that has quality first instruction, uses data to inform decision making, and has appropriate supports and interventions for targeted student groups
-Improve consistency and equity in programs and services for targeted groups with a focus on research-based supports and interventions
-Provide additional supports and interventions to support identified student groups access to and understanding of content, strategies to engage students in school, as well as enrichment opportunities

Specific actions and services designed to improve student achievement that principally meets the needs of low income, EL and foster youth include:
-Provide access to evidence-based literacy program and practices to support Low Income, Foster Youth, in improving their reading fluency and comprehension.
-Provide sites with adequate funding to ensure that Integrated and Designated ELD instruction is consistent with the ELA/ELD Framework, the EL Master Plan, and part of every school's School Plan for Student Achievement.
-Provide additional intervention support during and beyond the school day, week, and year for struggling English Learners, Foster Youth, Low Income, and Special Education students in literacy, numeracy and social-emotional and behavioral competency
-Expand Foster and Homeless Youth case management including resources and supports to ensure Foster and Homeless students needs are met.
-Remove barriers that prevent students from attending school promptly and regularly by providing transportation to unduplicated pupils.
-Research, identify and provide parent workshops, parent academies, and training on how to support their student achievement, with a focus on college and career readiness, at-home interventions and enrichment strategies, and parent leadership development to increase parent engagement with their respective school communities.