



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Upland High School	36-75069-3637584	April 26, 2023	June 20, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall address how funds provided to the school will be used to improve the academic performance of all pupils and student groups (African American, English Learners, Students with Disabilities, Foster-McKinney Vento students, Socio-economically disadvantaged).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Every Student Succeeds Act (ESSA) is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA aims to provide an equal opportunity for disadvantaged students including those who get special education services. Upland High School has aligned our school-wide goals with the Upland Unified School District's LCAP goals. We have implemented an MTSS (Multi-Tiered System of Supports) that aligns programs and services to meet the academic, social-emotional, and physical needs of all of our students. We ensure that all students have equitable access and use of innovative technology and increase consistency of equity in teaching and rigorous learning experiences. We have designed a system for meaningful family engagement that promotes parental involvement, education nights, committees, workshops, attendance of school events, and volunteering at our school. During educational meetings during the morning and evenings, parents are informed about school strengths, weaknesses, and implementation of areas of growth.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Upland High School used the most recent Kelvin School Climate Results (KSCR) 22/23 to obtain data that would assist in fostering positive school climates and engagement in learning; prevent youth health-risk behaviors and other barriers to academic achievement and promote positive youth development, resilience, and well-being.

School Climate 76% of the responses were considered favorable.

STUDENT SURVEYS-

Goal #1

Engaged:

68% of responses indicate students feel engaged. (District-73%)

75% of students participate in class discussions and activities with their teachers and other students.

61% of students think there are a lot of opportunities for students to participate in activities outside of the school day.

Safety:

69% of responses indicate students feel safe. (District-69%)

77% of students if they are feeling unsafe, they know who to talk to at school.

67% of students feel adults in their school treat all students respectfully.

64% of students have experienced or know someone at this school who has experienced bullying or cyberbullying.

Conclusions: Based on this data, UHS staff and administration need to address and increase the awareness of the social-emotional needs of our students. More than half the student population has experienced or know someone who has experienced bullying or cyberbullying. Administration needs to ensure all staff are trained on how to treat students respectfully and ensure Upland High School is a safe and welcoming environment. To successfully address the SEL needs of students, provide a safer and more inclusive environment, and increase our overall engagement of our school community, we will provide the following:

- Professional development to staff in these areas
- Resources to increase PBIS program fidelity schoolwide such as technology hardware, software, promotional materials and related items, and stipends for staff
- Support (materials, professional development, transportation, staff, and other relevant resources) for extracurricular activities to increase school spirit
- Support to improve student attendance
- Support for Alternative Learning Center such as technology, hardware/software, instructional materials and additional pay
- Opportunities to increase family engagement
- Replacement equipment and materials that present safety concerns due to age and/or condition

Goal #2

Academically Prepared & Equipped:

84% of responses indicate students feel academically prepared & equipped. (District-83%)

87% of students feel their teachers want them to do their best all the time.

80% of students think they are good at figuring out what to do when they have a problem at school.

Connected:

83% of responses indicate students feel connected. (District-83%)

87% of responses indicate students listen carefully to other people's feelings or beliefs

85% of responses indicate students are aware of other people's feelings

76% of students feel they have at least one trusted adult who they feel connected to at school

Conclusions: It is important to continue to build opportunities that promote a sense of belonging to the school. Our athletics program, clubs and activities, dances, rallies and awards ceremonies were some activities that helped promote

a sense of belonging and connectedness. We need to increase students feeling a sense of trust and connection to adults on campus. This can be done by highlighting our resources with large updated signs (college & career center, wellness center, ASB office and student store). Administration needs to highlight the clubs and programs that are available to students through more lunch time activities and family communications. A focus on preparing our students academically is needed to experience a growth in both local and state metrics as they relate to Math and ELA achievement. To do so we will provide the following:

- Professional development (including conferences) and release time for staff to increase knowledge of state standards and assessments, effective practices for English Learners, and other instructional practices
- Increased focus on our implementation of professional learning communities (PLC) by providing PD, collaboration time for staff, and other relevant resources
- Necessary resources and materials for academic interventions
- Promotion and support of the Unity program such as technology hardware, software, promotional materials and related items, stipends for staff, transportation

Goal #3

College & Career Empowered:

75% of responses indicate students feel college and career-equipped. (District-73%)

85% of students know if I am at, above, or below grade level in my academics

85% of students know how they can improve their academic performance

70% of students feel their school teaches me about different colleges and careers that prepare me to be successful in the future.

60% of students say adults at this school ask me questions about what I want to do when I grow up.

Conclusions: It is important to continue to build opportunities that promote college and career with an emphasis on high school pathways. Additionally, we will focus on increasing our graduation rate and other CCI metrics as measured by the CA Dashboard. To do so, we will provide the following:

- Resources to build partnerships with colleges, universities, and businesses
- Events to celebrate and recognize student accomplishments as they relate to college and career readiness
- Resources to increase student access to college-level opportunities including Advanced Placement coursework and increase in Seal of Biliteracy and Pathways completion rates
- Resources to support FAFSA and college application completion such as stipends or extra pay for staff to assist families

We conduct a Professional Development Needs Assessment at the end of each year that shows the areas of support that teachers are requesting. This year, the survey showed needed support in the areas of technology, social/emotional, behavior, curriculum, instruction, and assessment. We have based our Professional Development on staff feedback (monthly workshops, pre-service days, in-service days, and conferences). This year, we plan to survey families and students about school climate and culture.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a weekly basis. Observations range from walkthroughs that last from 1-5 minutes to full period observations. After formal observations, data is shared with the instructor to improve practices. Through the evaluation process, administration and teachers have conversations regarding the improvement of instructional practices. A summary of the findings indicates teachers use a variety of instructional strategies to engage students. Those instructional strategies include teacher modeling, student modeling instruction, group activities, and group and individual projects. Many of the lessons involve students reading informational text, writing, and public speaking. Other strategies include peer editing and response, think-pair-share, and chorale response. We have Chromebooks or other devices available to all students in all classes. Students use technology in a variety of ways, both individually and collaboratively. Technology is not used consistently throughout all subjects. The science classes do not utilize modern probeware throughout all science classes. Students are also involved in physical education activities and fine arts programs. Many of these programs carry over into extra-curricular activities as students participate in CIF athletics, band competitions, and theater performances.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our Smarter Balanced results from spring of 2022 indicated that 61.5% of our 11th graders met/exceeded standards in English Language Arts and 25.1% of our 11th graders met/exceeded standards in Mathematics. In ELA, our performance indicates that we are achieving at higher levels than both the state and the county. In math, our performance indicates we are similar to San Bernardino County but higher than the state average. The California State Standard performance areas we are targeting in English Language Arts are listening and writing; in Math, they are Problem Solving & Modeling/Data and Communicating Reasoning. Classroom common formative assessments guide teachers in tracking progress and creating targeted interventions. Instruction is differentiated in classrooms based on these measures. In collaborative teams, teachers work together to refine instruction for groups, classes, and grade levels based on these scores.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student progress is monitored through multiple measures. Counselors and teachers work closely together to monitor the progress of students in danger of failure. Multiple measures (STAR Renaissance & iReady) are used to determine placement in intervention, instructional groups, SST academic referrals, reclassification, and AP placement. Overall school-wide progress, purchases of instructional materials, and professional development are also determined with teacher input. ELPAC assessments are used to determine level placement for ELD instruction and reclassification and are also used to determine intervention groups. Student scores are used to monitor and target ELD student groups not making adequate language progress. Additionally, all teachers will participate in planning days with the purpose of analyzing student benchmarks, discussing best practices, and making plans to meet the needs of our diverse student population through differentiated instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Upland High School have credentials for the areas they teach. Upland High School has 138 General Education teachers (including P.E.) 16 SDC mild/mod teachers, 6 SDC mod/severe teachers, 1 SDC ED teacher, 9 Academic Counselors, 1 Health & Wellness Counselor, 2 Deans of Student Services, 2 Psychologists, 2 Speech Pathologists, 38 Special Education Aides, 12 transitional aides, 3 EL instructional aides that support to students who are serviced in various programs. All students are taught by highly qualified teachers in core academic subjects.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Upland High School are qualified to teach in their subject matter and receive professional development for their curriculum. All adopted materials are aligned to state standards and all teachers have access.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The Curriculum Committee, a sub-committee of Faculty Senate, oversees staff development for preservice and inservice days. For our October inservice, the district offers a district wide Upland University, multiple sessions on a variety of areas including technology, special populations, Common Core, AVID strategies, to name a few.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district supports one full-time Teachers on Assignment in Mathematics and one full-time Teacher on Assignment in English who support teachers on implementing the state standards, assessments, materials and teaching strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers collaborate with their colleagues in departments on the alignment of curriculum, instruction, and materials to content and performance standards. Teaching and learning are designed to support student mastery of the state standards. All staff use multiple measures and analyze data from benchmarks and Smarter Balanced tests in ELA and math. There is an increased focus on the effectiveness of our professional learning communities (PLC).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned to content and performance standards. Curriculum and instruction are designed with successful student outcomes in mind. The curriculum maps along with formative assessment drive instruction in our classrooms. There exists alignment between curriculum, instruction, and assessments.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access through our library to textbooks/ebooks that are appropriate to each class and are standards-aligned. English Learners have access to appropriate English Language Development materials. We are in compliance with the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

We offer courses with appropriate materials for all EL students, collaborative classes and regular education courses available. Students with an IEP may take SAI courses, collaborative courses or regular education courses. We offer all other students a choice of college preparatory courses, honors courses and Advanced Placement courses. In 2022-23 we launched Upland College with our partnership with Chaffey College to increase access to college-level coursework.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers differentiate instruction for all students during class. Paraeducators and EL aides support students during class time, as appropriate. SPED students have been mainstreamed into general education courses in core content areas and some electives. All teachers have access to ELlevation strategies to support our EL students during class time. Our staff decided to continue with the intervention bell schedule that was voted on in 2022-23, which allows time for in-school intervention for all students who are not performing at grade level for ELA and math. We provide social-emotional support to students through our counseling office, as well as our Wellness Center which provides opportunities for individual and small group support and Zen Lounge for brain breaks.

Evidence-based educational practices to raise student achievement

Teachers meet within their departments, under the leadership of the department chair, to continually discuss research-based educational practices during department meetings, collaboration days twice a month, and during in-service days. Our district colleagues support these discussions by providing two part-time teachers on special assignment in mathematics, as well as Academic Leads in core content areas, which includes SPED. There is an increased focus on the effectiveness of our professional learning communities (PLC).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents/Families are involved in our PTSA meetings, ELAC, and School Site Council as part of our Strategic Plan. Our PTSA meetings are held once a month, School Site Council meetings are held 5 times throughout the school year and ELAC meetings are held 7 times throughout the school year. We also have many parents who attend informational presentations such as grade level nights, monthly Chat with the Principal. Parents also participate with student fundraisers, and attend student extra-curricular events.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents/Families, community representatives, classroom teachers, classified personnel and students are involved in the School Site Council, as well as other partners in ELAC.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

UHS receives LCAP funds.

Fiscal support (EPC)

Fiscal support is provided from the federal government and state government levels. The district provides further support with our budget development and alignment to meet student needs.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

This Plan is monitored by the School Site Council. Input from the SSC, ELAC, and site leadership is solicited in the development and monitoring of the goals. SSC met on the following dates to review our SPSA and approved it on April 26, 2023:

November 9, 2022
December 14, 2022
January 25, 2023
February 2023
April 26, 2023
May 24, 2023

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to Upland High School, as we are not a CSI-identified school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.03%	0%	4	1	0
African American	8.1%	8.15%	7.69%	260	265	236
Asian	5.5%	4.98%	5.47%	177	162	168
Filipino	1.9%	1.81%	2.28%	60	59	70
Hispanic/Latino	58.9%	60.38%	62.38%	1,884	1963	1915
Pacific Islander	0.6%	0.92%	0.55%	20	30	17
White	22.2%	19.93%	18.96%	709	648	582
Multiple/No Response	1.7%	2.34%	2.05%	53	76	63
Total Enrollment				3,198	3251	3070

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	802	816	791
Grade 10	844	830	788
Grade 11	822	822	747
Grade 12	730	783	744
Total Enrollment	3,198	3,251	3,070

Conclusions based on this data:

1. Our overall school enrollment is declining.
2. The majority of our student population is Hispanic.
3. The most amount of students are lost after Sophomore year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	197	181	168	6.20%	5.6%	5.5%
Fluent English Proficient (FEP)	682	683	641	21.30%	21.0%	20.9%
Reclassified Fluent English Proficient (RFEP)	1			0.5%	20.8%	

Conclusions based on this data:

1. Our percentage of English Learners has relatively stayed the same.
2. Our largest population is Fluent English Proficient, which has remained consistent over the past 3 years.
3. Our reclassification rate increased approximately 20% from 20-21 to 21-22.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	749	742		0	714		0	711		0.0	96.2	
All Grades	749	742		0	714		0	711		0.0	96.2	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2602.			25.32			36.15			19.13			19.41	
All Grades	N/A	N/A	N/A		25.32			36.15			19.13			19.41	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		24.61			58.93			16.46	
All Grades		24.61			58.93			16.46	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		30.28			50.56			19.15	
All Grades		30.28			50.56			19.15	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		17.16			69.76			13.08	
All Grades		17.16			69.76			13.08	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		23.35			63.71			12.94	
All Grades		23.35			63.71			12.94	

Conclusions based on this data:

1. The Listening claim had the highest number of students in the near standard and below standard band.
2. The Writing claim had the largest number of students scoring above standard at 30.28%.
3. The Research/Inquiry claim had second highest number of students scoring above standard at 23.35%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	749	740		0	694		0	694		0.0	93.8	
All Grades	749	740		0	694		0	694		0.0	93.8	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2548.			9.08			15.99			27.23			47.69	
All Grades	N/A	N/A	N/A		9.08			15.99			27.23			47.69	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		12.82			43.80			43.37	
All Grades		12.82			43.80			43.37	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		10.66			60.37			28.96	
All Grades		10.66			60.37			28.96	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.22			67.44			23.34	
All Grades		9.22			67.44			23.34	

Conclusions based on this data:

1. The claim of Concepts and Procedures has the highest percentage of students in the Below Standard at 42.37%
2. The claim of Communicating and Reasoning has the greatest potential for growth with 67.44% at or near standard.

3. Students who are not enrolled in Algebra II by 11th grade will not have access to those standards assessed on the CAASPP - Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1555.5	1528.2		1561.3	1516.9		1549.3	1538.9		27	26	
10	1553.0	1548.4		1554.8	1552.3		1550.8	1544.0		29	56	
11	1576.5	1529.6		1564.2	1512.5		1588.1	1546.3		32	41	
12	1592.7	1559.3		1591.0	1564.6		1593.6	1553.4		25	47	
All Grades										113	170	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.50	3.85		41.67	46.15		37.50	26.92		8.33	23.08		24	26	
10	28.00	23.21		36.00	32.14		16.00	30.36		20.00	14.29		25	56	
11	18.52	14.63		44.44	31.71		29.63	24.39		7.41	29.27		27	41	
12	35.00	17.02		25.00	34.04		25.00	38.30		15.00	10.64		20	47	
All Grades	22.92	16.47		37.50	34.71		27.08	30.59		12.50	18.24		96	170	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	45.83	23.08		33.33	38.46		12.50	23.08		8.33	15.38		24	26	
10	44.00	33.93		36.00	44.64		0.00	10.71		20.00	10.71		25	56	
11	33.33	26.83		44.44	34.15		14.81	14.63		7.41	24.39		27	41	
12	60.00	42.55		15.00	38.30		15.00	4.26		10.00	14.89		20	47	
All Grades	44.79	32.94		33.33	39.41		10.42	11.76		11.46	15.88		96	170	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00		20.83	26.92		58.33	46.15		20.83	26.92		24	26	
10	4.00	5.36		32.00	16.07		32.00	55.36		32.00	23.21		25	56	
11	22.22	4.88		14.81	21.95		48.15	36.59		14.81	36.59		27	41	
12	15.00	6.38		20.00	14.89		40.00	46.81		25.00	31.91		20	47	
All Grades	10.42	4.71		21.88	18.82		44.79	47.06		22.92	29.41		96	170	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	4.17	3.85		87.50	61.54		8.33	34.62		24	26		
10	16.00	8.93		64.00	71.43		20.00	19.64		25	56		
11	3.70	0.00		74.07	56.10		22.22	43.90		27	41		
12	5.26	12.77		68.42	61.70		26.32	25.53		19	47		
All Grades	7.37	7.06		73.68	63.53		18.95	29.41		95	170		

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	78.26	76.92		13.04	7.69		8.70	15.38		23	26		
10	76.00	80.36		4.00	10.71		20.00	8.93		25	56		
11	74.07	60.00		25.93	12.50		0.00	27.50		27	40		
12	85.00	74.47		5.00	12.77		10.00	12.77		20	47		
All Grades	77.89	73.37		12.63	11.24		9.47	15.38		95	169		

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	0.00	3.85		66.67	38.46		33.33	57.69		24	26		
10	20.00	12.50		44.00	46.43		36.00	41.07		25	56		
11	34.62	7.32		30.77	39.02		34.62	53.66		26	41		
12	15.00	14.89		60.00	36.17		25.00	48.94		20	47		
All Grades	17.89	10.59		49.47	40.59		32.63	48.82		95	170		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00		82.61	84.62		17.39	15.38		23	26	
10	4.00	0.00		68.00	83.93		28.00	16.07		25	56	
11	14.81	21.95		85.19	48.78		0.00	29.27		27	41	
12	21.05	8.51		63.16	63.83		15.79	27.66		19	47	
All Grades	9.57	7.65		75.53	70.00		14.89	22.35		94	170	

Conclusions based on this data:

1. The overall ELPAC score slightly decreased from 1555 in 20-21 to 1528 in 21-22.
2. Overall language proficiency at level 4 has decreased from 22.92% in 20-21 to 16.47 in 21-22.
3. Overall language proficiency at level 1 has increased from 12.5% in 20-21 to 18.24% in 21-22.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
3,251	67.4	5.6	0.6
Total Number of Students enrolled in Upland High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	5.6
Foster Youth	20	0.6
Homeless	107	3.3
Socioeconomically Disadvantaged	2,190	67.4
Students with Disabilities	455	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	265	8.2
American Indian	1	0.0
Asian	162	5.0
Filipino	59	1.8
Hispanic	1,963	60.4
Two or More Races	76	2.3
Pacific Islander	30	0.9
White	648	19.9

Conclusions based on this data:

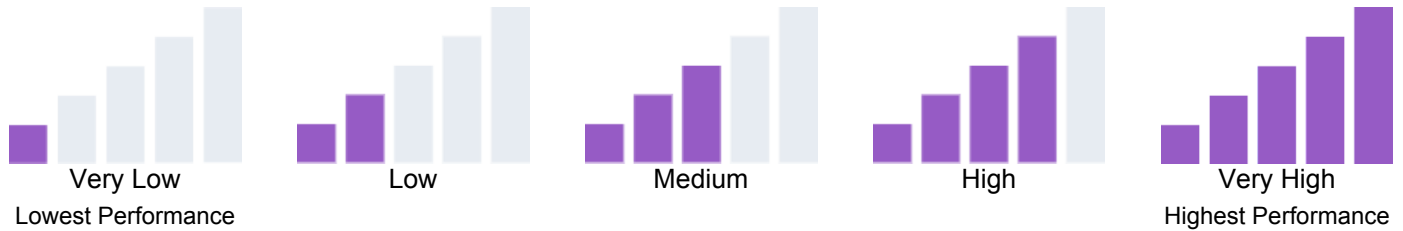
1. Hispanic students comprise the largest student enrollment group at 60.4%.
2. White students comprise the second largest student enrollment group at 19.9%
3. African American students comprise the third largest student enrollment group at 8.2%

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p> <p>Medium</p>	<p>Graduation Rate</p> <p>Very High</p>	<p>Suspension Rate</p> <p>High</p>
<p>Mathematics</p> <p>Low</p>		
<p>English Learner Progress</p> <p>Medium</p>		
<p>College/Career Not Reported in 2022</p>		

Conclusions based on this data:

1. Graduation rate performance indicator is listed as "Very High".
2. We have to be more focused and intentional in our work with our Mathematic achievements on the SBAC exam.
3. Suspension indicators show that improvement is necessary.

School and Student Performance Data

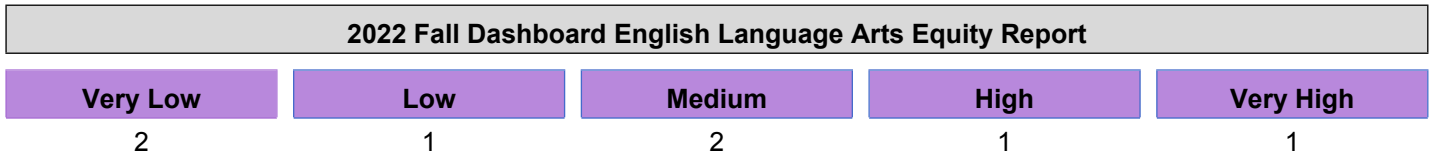
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

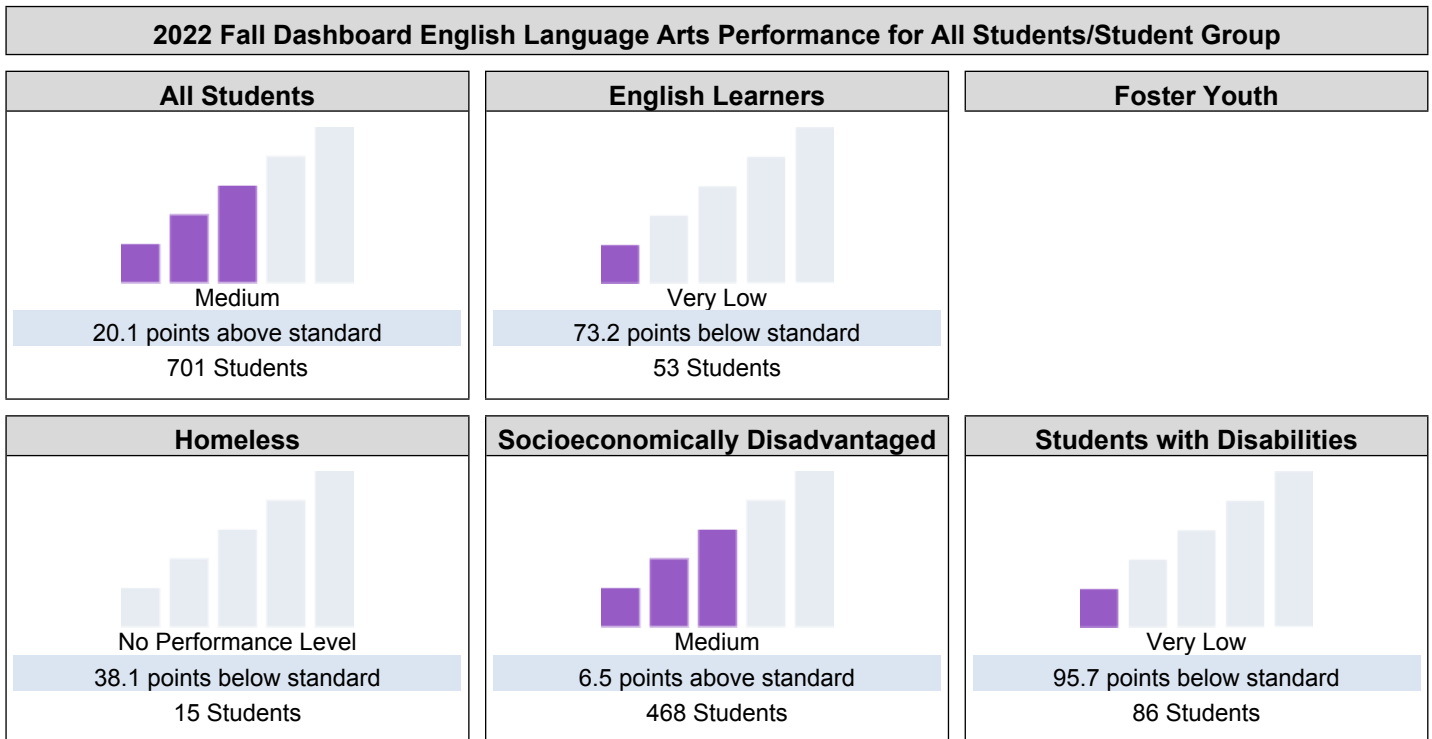
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



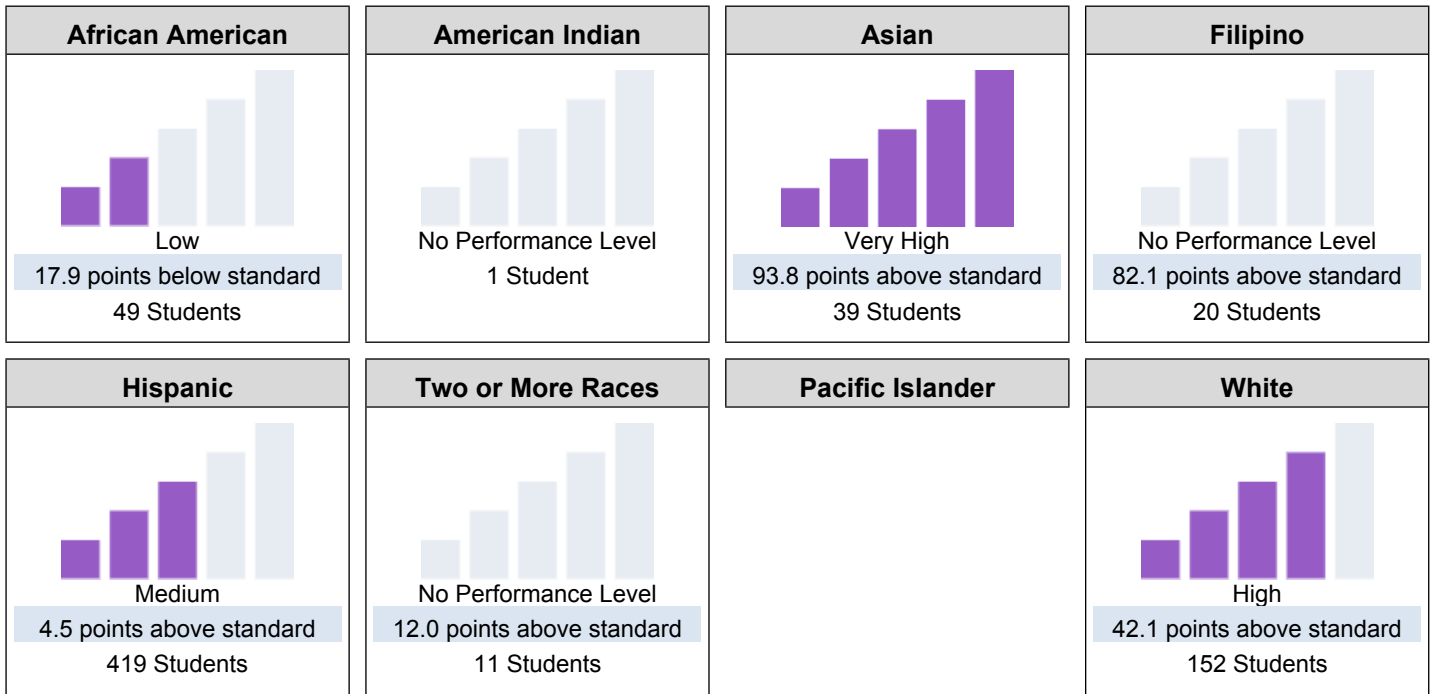
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.6 points below standard 35 Students	5.9 points below standard 19 Students	20.6 points above standard 496 Students

Conclusions based on this data:

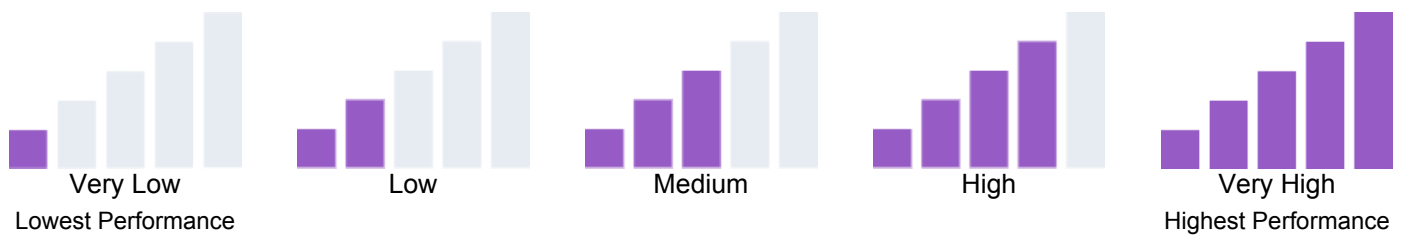
1. More support needs to go to our EL and SWD students.
2. SWD students are 95.7 points below standard.
3. Current EL and Reclassified ELs are performing below standard.

School and Student Performance Data

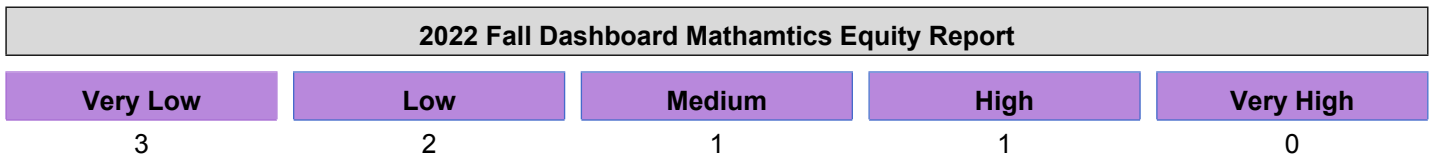
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

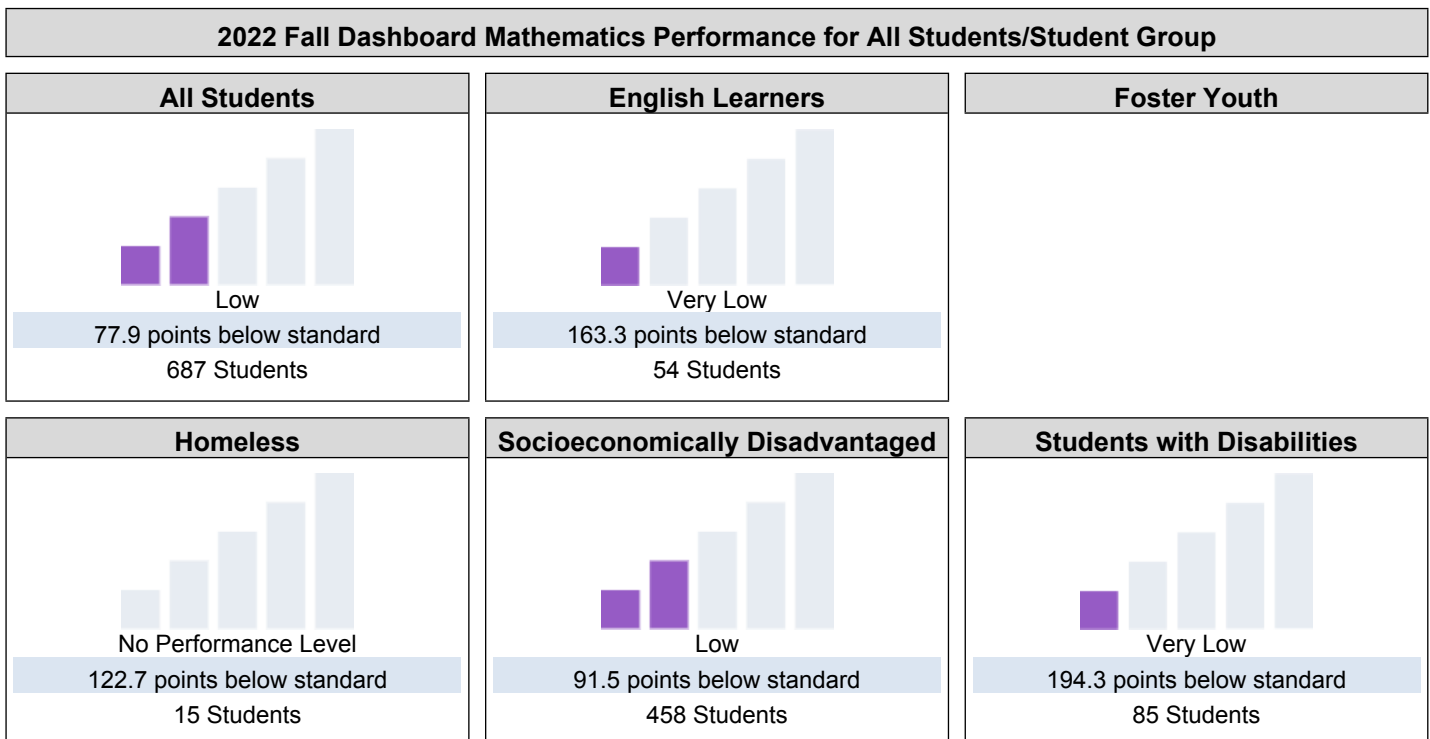
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



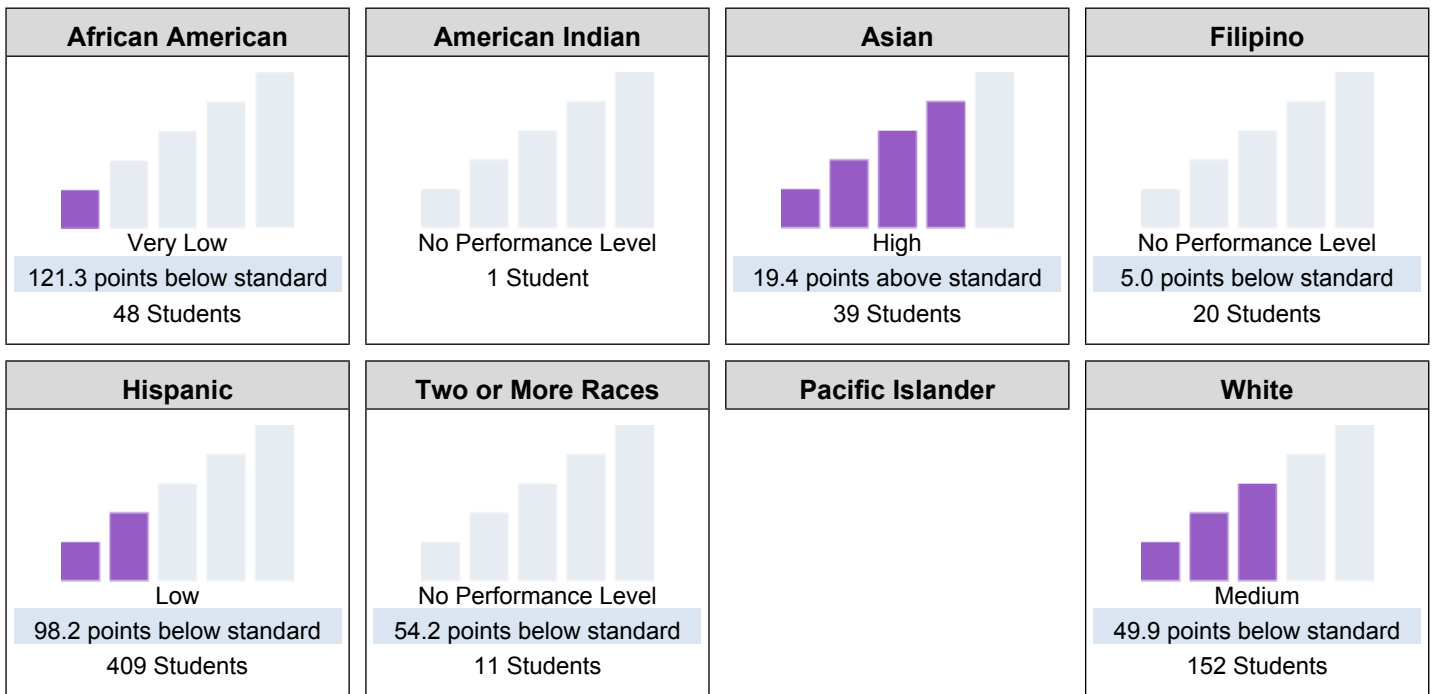
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">187.9 points below standard</p> <p>36 Students</p>	<p style="background-color: #e6f2ff;">114.1 points below standard</p> <p>18 Students</p>	<p style="background-color: #e6f2ff;">75.2 points below standard</p> <p>488 Students</p>

Conclusions based on this data:

1. EL, SED, SWD, African American, and Hispanic subgroups need more support on the Math SBAC.
2. SWD students are 194.3 points below standards.
3. EL students are 163.3 points below standards.

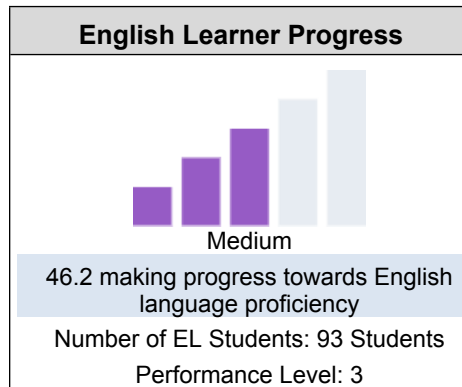
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.8%	28.0%	7.5%	38.7%

Conclusions based on this data:

- 38.7% progressed at least one ELPI level.
- 7.5% maintained ELPI Level 4.
- 28% maintained ELPI Level 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

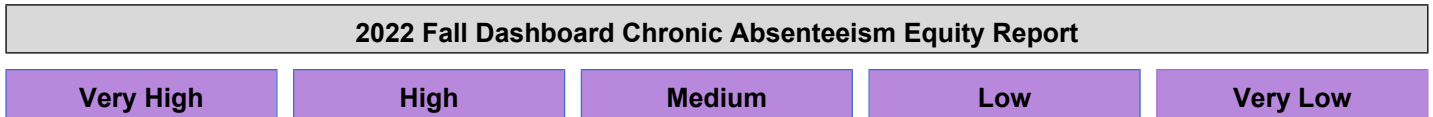
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

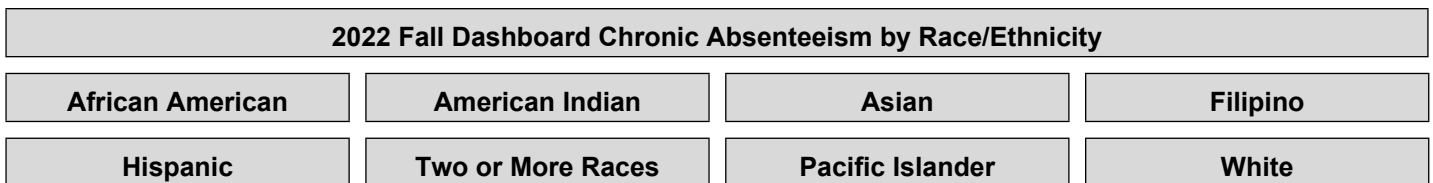
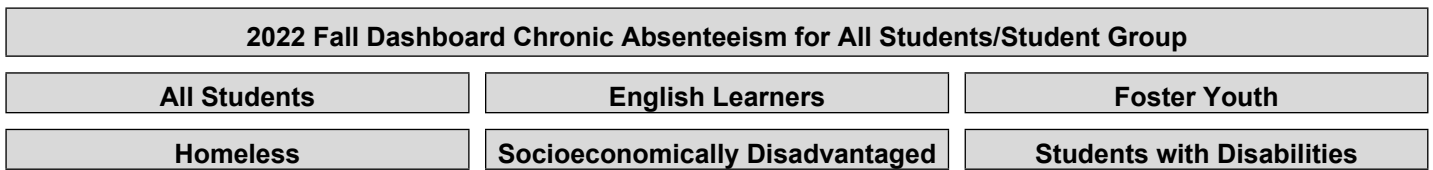
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance
High
Medium
Low
Very Low
Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



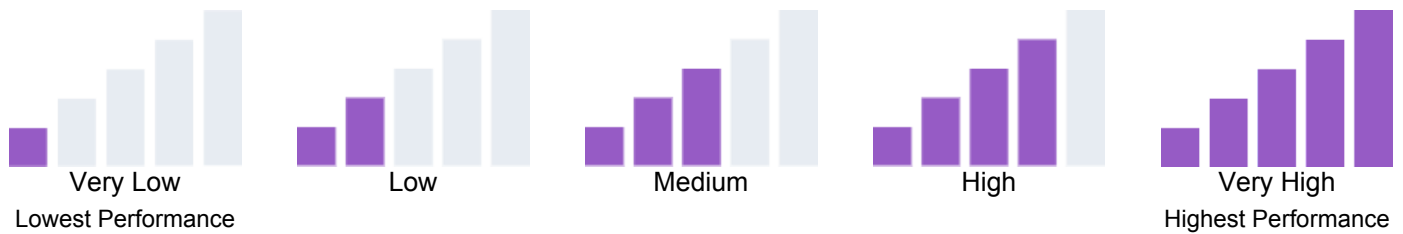
Conclusions based on this data:

- 1.

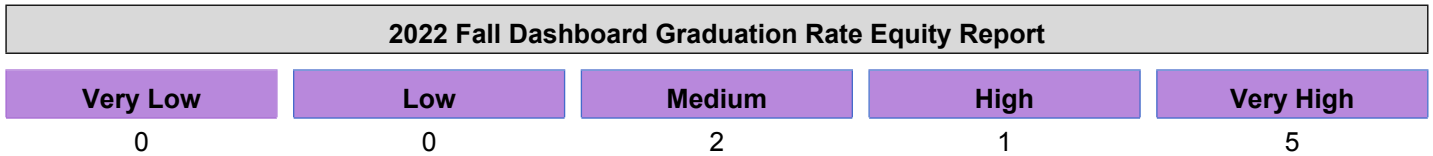
School and Student Performance Data

Academic Engagement Graduation Rate

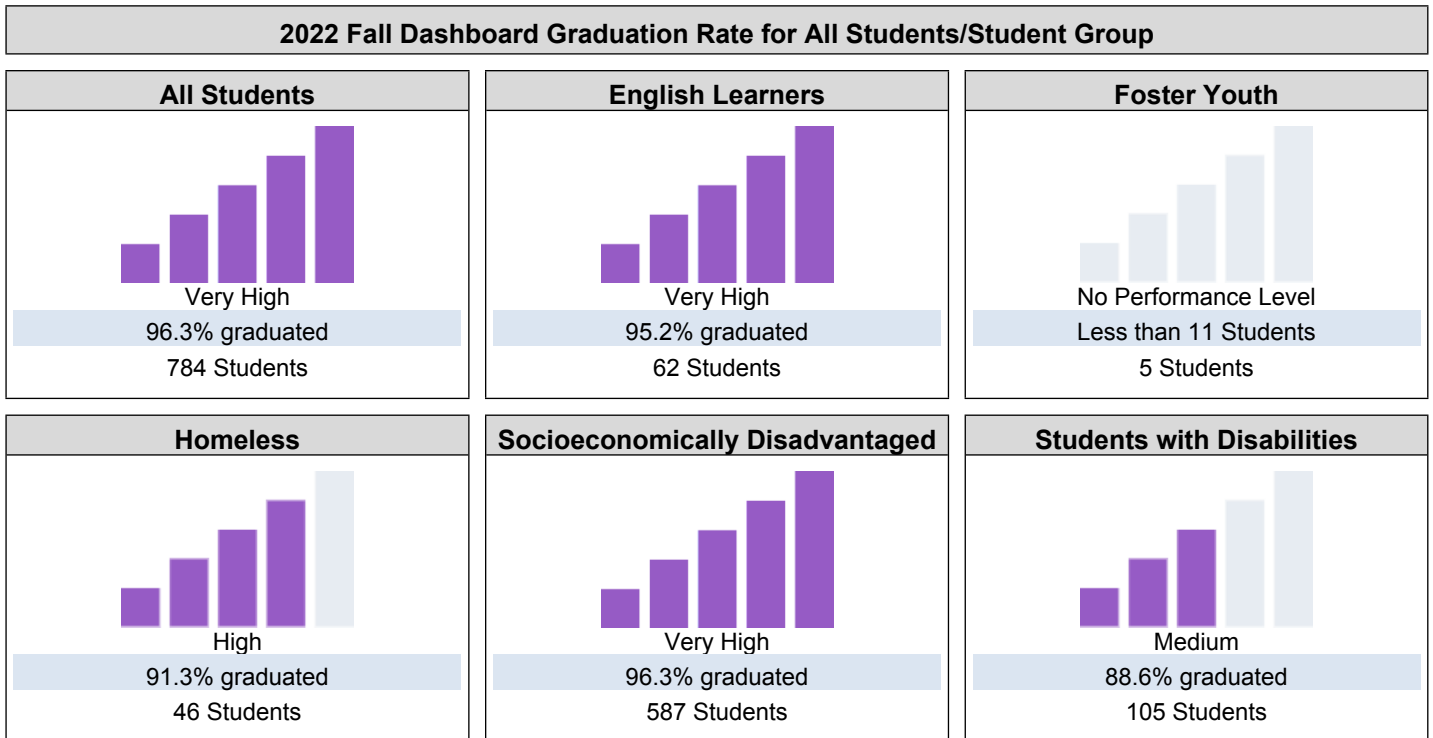
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



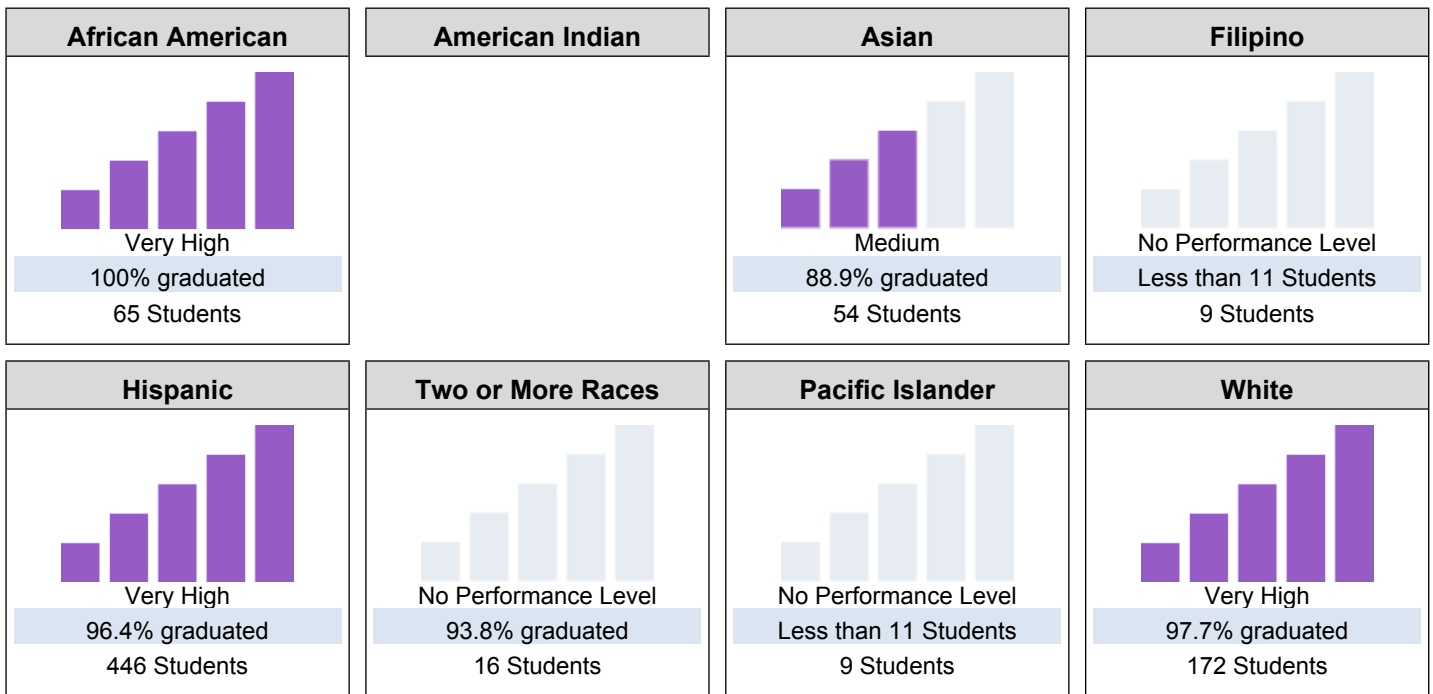
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

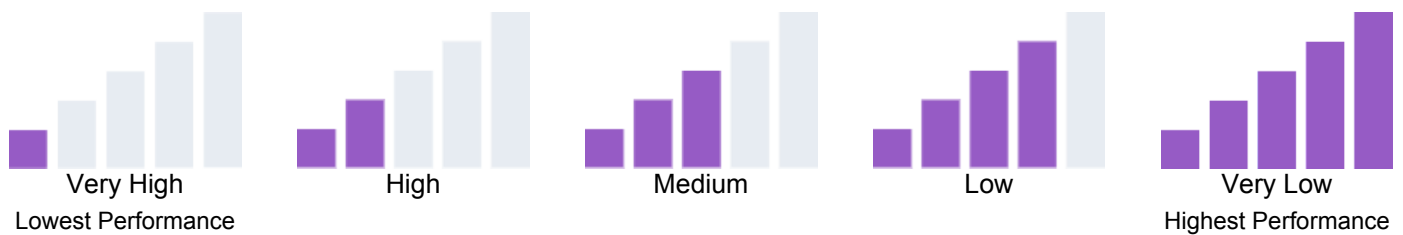
1. Our graduation rate overall is at 96.3%.
2. Our Asian, EL, SWD, and Homeless student groups' graduation rates are lower than our overall graduation rate of 95.2%.
3. Our African American, White, Hispanic, and SED student groups' graduation rates are higher than our overall graduation rate of 95.2%.

School and Student Performance Data

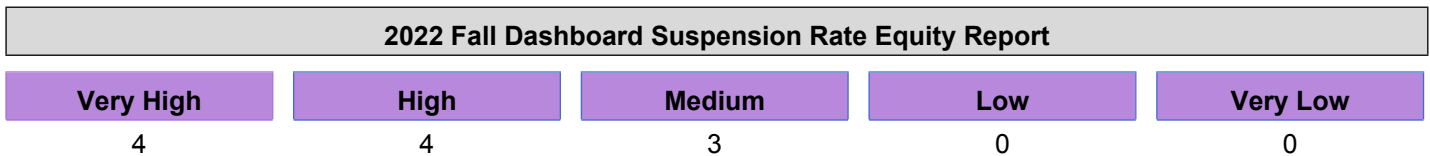
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

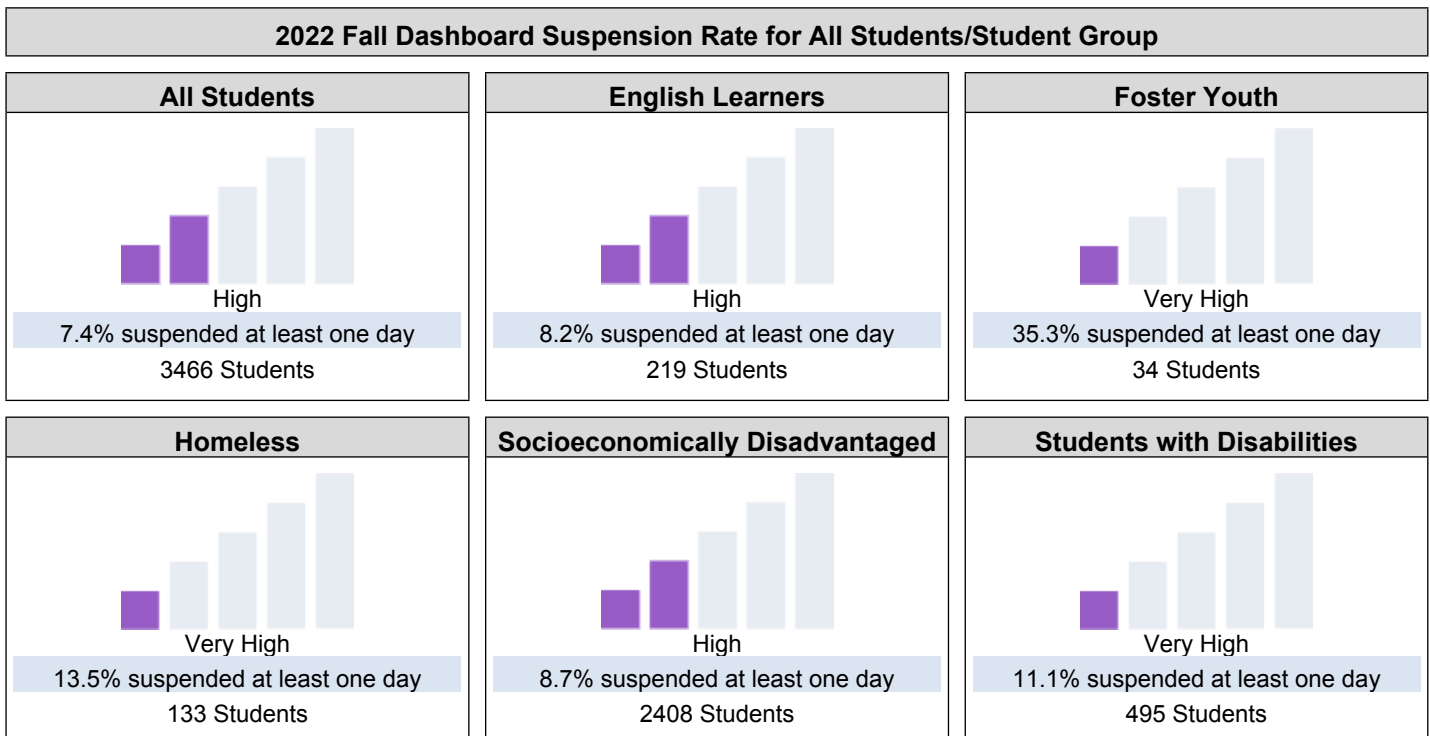
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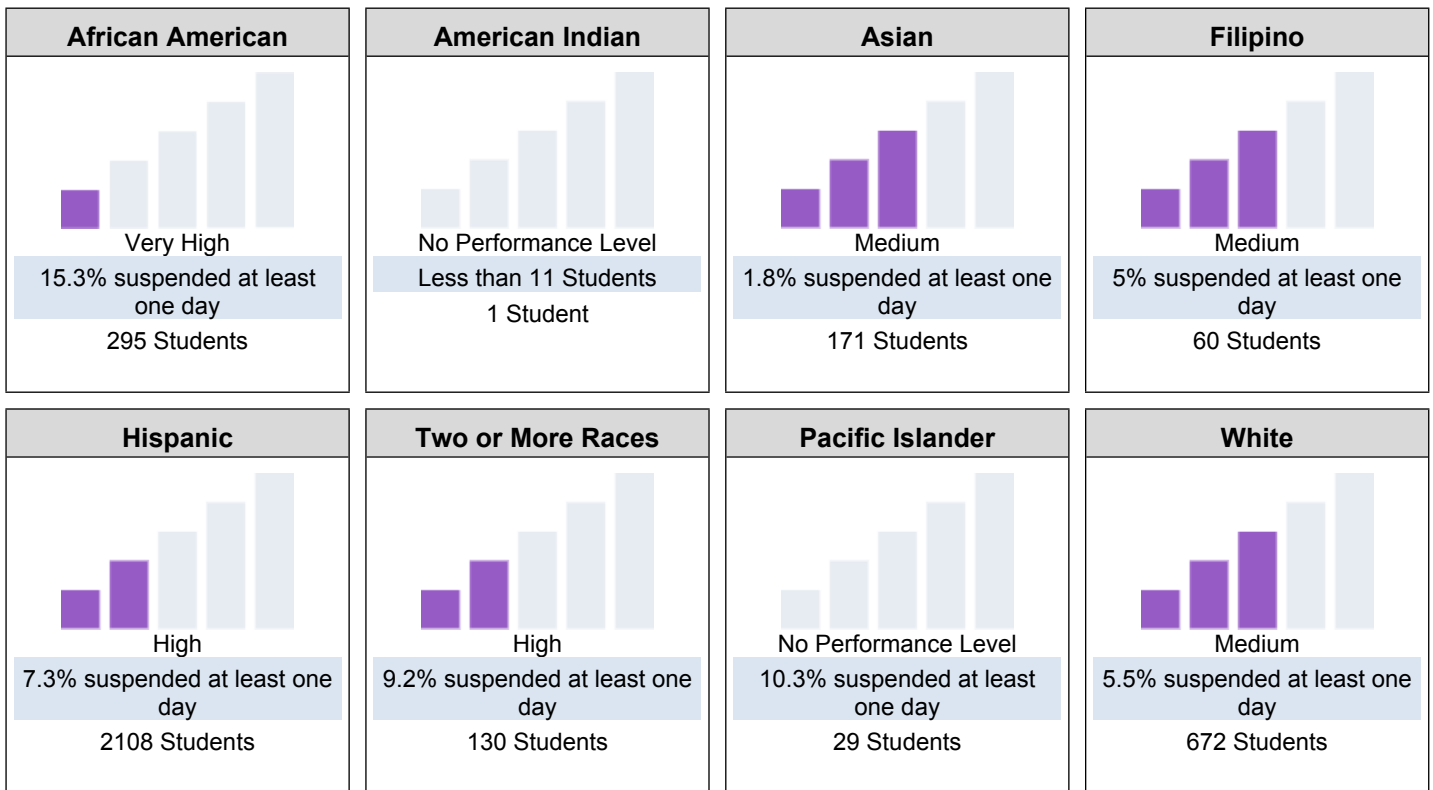
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Suspension rates were "Very High" for Homeless, SWD, Foster Youth, African American.
- The overall suspension rate is "High" at 7.4%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Safe, Connected, & Engaged as evidenced by a 3% decrease in chronic absenteeism, a 3% decrease in suspension rates, participation in extracurricular activities, and an increase in positive perception of being safe, connected, and engaged.

Goal 1

Upland High School staff will foster an environment where all students feel safe, connected, and engaged in school as evidenced by an increase in attendance rates, decrease in suspension rates, increase in participation in extracurricular school-wide activities, as well as an increase in positive perception data.

Identified Need

4.4% Suspension rate - Need to decrease suspensions schoolwide
 26.3% Chronic Absenteeism - Need to increase attendance
 Athletic Participation has decreased by approximately 300 students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard-Suspension rates	*7.4% Suspension rate (Previous year 6.3%) State 3.1% *African American: 15.3% Increased 4.8% *American Indian: N/A *Asian: 0.9% Decreased 1.4% *English Learners: 8.2% Increased 0.5% *Filipino: N/A Increased N/A *Foster Youth: 35.3% Increased 35.3% *Hispanic: 7.3% Increased 0.9% *Homeless: 13.5% Increased 4.6%	1.4% Suspension rate Decrease 3% African American: 5.5% Decrease 5% American Indian: N/A Asian: 0.5% Decrease 0.4% English Learners: 1% Decrease 0.9 Filipino: N/A Decrease N/A Foster Youth: 7.5% Decrease 11.4% Hispanic: 2.5% Decrease 2.4% Homeless: 2.8% Decrease 2.8% Pacific Islander: 0.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>*Pacific Islander: 0.0% Decreased N/A%</p> <p>*SED: 8.7% Increased 1.3%</p> <p>*SWD: 11.1% Increased 0.9%</p> <p>*Two or more races: 9.2% Increased 6.3%</p> <p>*White: 5.5% Decreased 0.3%</p>	<p>SED: 4% Decrease 3.4%</p> <p>SWD: 2.25% Decrease 2.25%</p> <p>Two or more races: 2.45% Decrease 2.45%</p> <p>White: 1.7% Decrease 1.7%</p>
Athletics	Approximately 920 students participate in sports each year.	We anticipated approximately 1,200 students participating, our athletic participation has decreased.
Band	Approximately 150 students participate in band each year.	Due to the pandemic, we anticipate a decline in enrollment in band. Additionally, UJH did not have a band during the 2020-2021 school year.
Choir	Approximately 100 students participate in choir each year.	Due to the pandemic, our choir enrollment declined to less than 100. We expected to keep the enrollment above 100.
Schoolwide Clubs	Approximately 500 students participate in 30+ clubs on campus each year.	We anticipate similar enrollment in schoolwide clubs.
Theater	Approximately 150-170 students participate in theater each year.	Due to the pandemic, we anticipate a decline in enrollment in theater.
Chronic absenteeism	<p>2022-2023 Chronic absenteeism 25.1% (State 30%)</p> <p>African American:33.2%</p> <p>American Indian or Alaska Native: 15.4%</p> <p>Asian: 16.1%</p>	<p>2023-2024 Chronic absenteeism 11%</p> <p>African American:11%</p> <p>American Indian or Alaska Native: 11%</p> <p>Asian: 11%</p> <p>Hispanic: 11%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Hispanic: 27.5%</p> <p>Pacific Islander: 46.7%</p> <p>White: 25.2%</p> <p>Two or More Races: 20%</p> <p>SED: 31.6%</p> <p>Homeless: 38.2%</p> <p>EL: 21.7%</p> <p>SWD: 34.4%</p>	<p>Pacific Islander: 11%</p> <p>White: 11%</p> <p>Two or More Races: 11%</p> <p>SED: 11%</p> <p>Homeless: 11%</p> <p>EL: 11%</p> <p>SWD: 11%</p>
<p>KELVIN "PULSE" SURVEY Perception Data</p>	<p>2022-2023</p> <p>School Climate 76% of the Student responses were considered favorable.</p> <p>STUDENT SURVEYS-</p> <p>Engaged: 68% of responses indicate students feel engaged. (District-73%) 75% of students participate in class discussions and activities with their teachers and other students. 61% of students think there are a lot of opportunities for students to participate in activities outside of the school day.</p> <p>Safety: 69% of responses indicate students feel safe. (District-69%) 77% of students if they are feeling unsafe, they know who to talk to at school. 67% of students feel adults in their school treat all students respectfully.</p>	<p>2023-2024</p> <p>School Climate 85% of the responses were considered favorable.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

64% of students have experienced or know someone at this school who has experienced bullying or cyberbullying.

Academically Prepared & Equipped:
84% of responses indicate students feel academically prepared & equipped. (District-83%)
87% of students feel their teachers want them to do their best all the time.
80% of students think they are good at figuring out what to do when they have a problem at school.

Connected:
83% of responses indicate students feel connected. (District-83%)
87% of responses indicate students listen carefully to other people's feelings or beliefs
85% of responses indicate students are aware of other people's feelings
76% of students feel they have at least one trusted adult who they feel connected to at school

College & Career Empowered:
75% of responses indicate students feel college and career-equipped. (District-73%)
85% of students know if I am at, above, or below grade level in my academics
85% of students know how they can improve their academic performance
70% of students feel their school teaches me about different colleges and careers

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>that prepare me to be successful in the future. 60% of students say adults at this school ask me questions about what I want to do when I grow up.</p>	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

African American
EL
Foster/Homeless

Strategy/Activity

1.1: Decrease Suspension Rates Among Student Groups

- a. Provide professional development/learning and collaboration opportunities for all staff to further the implementation of PBIS, Unity program, Link Crew, restorative practices, and Alternative Learning Center.
- b. Increase the effective use of research-based instructional and SEL strategies in order to improve their abilities to effectively serve diverse student groups. This shall include but not limited to training in outward mindset and implicit bias.
- c. Purchase/renew Software/hardware to facilitate the use of technology to utilize PBIS rewards system to recognize and reward positive student behaviors such as SchoolMint.
- d. Stipend for a PBIS lead teacher/counselor to take the lead implementing PBIS on campus.
- e. Materials and supplies to promote PBIS expectations and improve climate and culture.
- f. Purchase/renew software/ hardware to facilitate the use of School Connect and VAPE Educate in the ALC room.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.2 Increase accessibility to Extracurricular Activities provided on & off-campus

- a. Provide professional development/learning, training, and conferences for our activities director, link crew coordinators, administration, and other staff members, including but not limited to the California Association of Directors of Activities (CADA).
- b. Provide students opportunities to attend conferences, workshops, seminars, and field trips to CAAASA, leadership conferences and transportation to and from events.
- c. Provide clerical support for Activities Director such as clerical stipend position or clerical OT. This person will assist in communicating all information to families in a timely manner and ensuring all timelines are met.
- d. Provide technology such as scanners & software programs such as Event Tracker to assist in tracking students for events, clubs, and other activities.
- e. Provide activities, assemblies, and guest speakers that specifically engage our identified student groups (African American, EL, Foster/Homeless).
- f. Provide training and support for club advisors in the areas of fundraising, organization, and communication to increase student participation in clubs, and to align club outcomes with school goals.
- g. Provide branding and materials for communications for activities, such as clubs and sports, to increase positive perception on campus and to keep students engaged in the programs we have to offer.
- h. Provide transportation to important events such as CIF playoff games, band championships, etc.
- i. Update the student store to allow for a more welcoming and convenient purchasing experience for students and families. Updates can include but are not limited to, a store counter, new flooring, new paint & graphics and/or television display that includes what may be purchased in English and Spanish.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

40,000.00	LCAP
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

- 1.3 Decrease SART & SARB meetings by focusing on positive attendance strategies.
 - a. Provide training for staff, such as customer service, Aeries Reporting and Communication and other trainings as needed.
 - b. Provide rewards for positive attendance and behavior such as t-shirts, pizza parties, dance tickets, certificates & lunch giveaways.
 - c. Provide Family engagement events, workshops, trainings, and events that support families to work with their students to be engaged in school, creating a positive family relationship with Upland High School.
 - d. Provide professional development/learning/presenters for anti-bullying programs.
 - e. Provide 3 additional paraprofessional to support English Learners as needed in the classroom.
 - f. Provide clerical staff extra hours or provide additional staff to make calls home at night regarding student attendance. Staff who can speak additional languages will be utilized for this role to reach our EL families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
160,000	LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners
Foster/McKinney Vento

Strategy/Activity

- 1.4 Increase Student and Family Access & Connection to Campus
 - a. Update exterior door signs, banners and posters on campus to help students engage with the many services and support staff we have on campus such as Counseling Office, Administration,

Athletic Director, Wellness Center, Student Services, Career Center & Attendance Office and school pride. Door signs may include items such as graphics, vinyl and or metal plates. This is to increase access for our English Language Learners, Foster/McKinney Vento students.

- b. Create a system of post-event feedback and evaluation for continuous improvement of our school activities with the goal of a more connected activities program. Provide software to support such as PollWorks.
- c. Provide athletics and activities incentives such as tickets to games and dances, etc based on positive attendance, behavior, academic growth and achievement.
- d. Develop and implement a mentorship program that trains and provides resources and materials for staff to effectively support at-risk youth.
- e. Provide Upland High School giveaways, swag, incentives for students and staff that participate in a certain number of extra curricular activities, such as sporting events, vasa events and clubs.
- f. Provide postcard mailing to local families of events on campus such as; Parent Nights, Family Nights, Cultural Nights, etc.
- g. Provide supplemental materials for communication, such as ink/toner, poster paper and other materials for poster printing to increase families and students access to information regarding student activities and supports while on campus.
- h. Broaden our community reach by purchasing advertising/communication tools such as pamphlets, trifolds, mailers
- i. Provide staff and students additional activity pay to create video, audio and written promotional material.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

50,000

LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

1.5 Create a Positive, Safe & Welcoming Campus

- a. Provide proctors with consistent, clearly identifiable uniforms to ensure students feel safe by campus proctor presence on campus.

- b. Provide student services staff with detection equipment including but not limited to: radios, metal detectors, vape detectors, breathalyzers, etc.
- c. Provide megaphones for staff on campus to aid in informing students of directions during emergencies.
- d. Provide/purchase Emergency folders and materials to increase the perception of a safe campus to students & staff.
- e. Ensure campus proctors are trained in how to interact with students to promote positive relationships and are proficient in de-escalation techniques with various groups of students.
- f. Create opportunities for students to learn and practice mindfulness exercises to decrease stress, anxiety, balancing the nervous system and unhealthy coping strategies such as vaping and self-harm.
- g. Increase positive messaging throughout campus by purchasing materials and supplies for ASB poster printer.
- h. Purchase miscellaneous equipment and supplies to enhance safety around campus, such as P.E. lockers, lunch tables, door locks, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200,000.00	LCAP

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities will be implemented in order to support all students as needed throughout the year to increase achievement in the articulated goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have decided to budget for programs that will help to meet the articulate goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There may be changes based on data that is collected throughout the year in order to best support and meet the goals we have put in place.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academically Prepared & Empowered as evidenced by growth and proficiency on ELA and Math and Science local and state assessments and increased performance on the English Learner progress indicator.

Goal 2

Upland High School students will be academically prepared & empowered as evidenced by growth of 3% improvement in ELA and 3% improvement in Math on local and state assessments, and an increase of 1 ELPI Level for English Learners on the ELPAC assessment.

Identified Need

Student achievement levels need to meet or exceed state levels of achievement in all learner areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard-ELA	<p>ELA overall 61.5% met or exceeded the ELA standards 2021-2022</p> <p>44% African American students met or exceeded ELA standards.</p> <p>57.6% Hispanic/Latino students met or exceeded ELA standards.</p> <p>56.4% Socioeconomically disadvantaged students met or exceeded ELA standards.</p> <p>62.5% English Language Learners met or exceeded ELA Standards.</p> <p>15.1% Students with disabilities met or exceeded ELA Standards.</p> <p>30.8% Homeless students met or exceeded ELA Standards</p> <p>69.1% White students met or exceeded ELA standards.</p>	<p>Overall performance increase by 3%</p> <p>African American students performance increase by 3%</p> <p>Hispanic Latino students performance increase by 3%</p> <p>Socioeconomically disadvantaged students performance increase by 3%</p> <p>English Language Learners performance increase by 3%</p> <p>Students with disabilities performance increase by 3%</p> <p>Homeless students performance increase by 3%</p> <p>White students performance increase by 3%.</p> <p>Asian students performance increase by 3%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	85.7% Asian students met or exceeded ELA standards.	
California Dashboard-Math	<p>Math overall 25.1% met or exceed the Math standards 2021-2022.</p> <p>12.5% African American students met or exceeded Math standards.</p> <p>15.3% Hispanic/Latino students met or exceeded Math standards.</p> <p>20.9% Socioeconomically disadvantaged students met or exceed Math standards.</p> <p>21.2% English Language Learners met or exceeded Math Standards.</p> <p>3% Students with disabilities met or exceeded Math Standards.</p> <p>15.4% Homeless students met or exceeded Math Standards</p> <p>43.3% White students met or exceeded Math standards.</p> <p>60.7%% Asian students met or exceeded Math standards.</p>	<p>Overall performance increase by 3%</p> <p>African American students performance increase by 3%</p> <p>Hispanic Latino students performance increase by 3%</p> <p>Socioeconomically disadvantaged students performance increase by 3%</p> <p>English Language Learners performance increase by 3%</p> <p>Students with disabilities performance increase by 3%</p>
English Learner progress	<p>51.2% making progress towards English proficiency (2022 data)</p> <p>Level 4- 35.6%</p> <p>Level 3- 34.3%</p> <p>Level 2- 17.6%</p> <p>Level 1- 12%</p> <p>RFEP - 78.9%</p>	60% making progress towards English proficiency (at least 1 ELPI level)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Increase achievement in CAASPP Math through professional development, training and collaboration time.

- a. Provide professional development/learning, training, and conferences for staff such as California Mathematics Council (CMC) and Professional Learning Communities (PLC), data-analysis (focused on targeted group performance), unit/lesson, and assessment design
- b. Provide professional development/learning, training for staff on the CA Math Framework, CA-CCSS, Standards of Mathematical Practice (SMP), Depth of Knowledge (DOK), and formative/summative assessment design
- c. Provide staff time to collaborate within grade-level teams as well as interdisciplinary teams to share best practices, plan units/lessons, create assessments aligned to the SBAC Blueprint, as well as intervention activities and assignments.
- d. Provide instructional technology training for staff to support the learning and engagement of students
- e. Provide professional development/learning for teachers, paraeducators, and administrators on teaching strategies for differentiated instruction (UDL, SDAIE strategies, Realia, etc), flexible grouping, as well as timely and appropriate intervention
- f. Provide collaboration time for teachers to co-plan standard based lessons and common assessments within each discipline. Time can be provided in ways such as time-carding and providing subs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000.00

Source(s)

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners
Foster/McKinney Vento

Strategy/Activity

2.2 Increase achievement in CAASPP ELA and Math, CAST Science, and ELPAC exams through intervention programs and family engagement strategies.

- a. Provide students with timely and appropriate tiered interventions during and after the school day, so that they can achieve mastery of content standards, skills, and concepts
- b. Utilize an intervention program, such as STAR , iXL and Freckle, to support students in achieving mastery of content standards, skills, and concepts
- c. Provide targeted, small group instruction during and after the school day for designated student groups, based on data collected from internal and external assessments
- d. Conduct math family nights to engage families and community members to support students in mathematical learning
- e. Provide additional hours to staff to collect, organize and distribute testing information, such as scores, resources, important dates/events, to students and families
- f. Provide students with supplemental instructional materials to support their attainment and mastery of the CAASPP, CAST, SBAC and ELPAC content, such as printing supplies to support inquiry, project based learning and enrichment opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Increase achievement in ELA CAASPP assessments through professional development, training and collaboration time.

- a. Provide professional development/learning, training, and conferences for staff such as California Association of Teachers of English (CATE) and Professional Learning Communities (PLC), data-analysis (focused on targeted group performance), unit/lesson, and assessment design

b. Provide professional development/learning, training for staff on the CA ELA/ELD Framework, CA ELA/ELD Framework, CA-CCSS, Depth of Knowledge (DOK), and formative/summative assessment design

c. Provide staff time to collaborate within grade-level teams as well as interdisciplinary teams to share best practices, plan units/lessons, create assessments aligned to the SBAC Blueprint, as well as intervention activities and assignments.

d. Provide instructional technology training for staff to support the learning and engagement of students. Provide software (such as Edulastic) and time for training to create common assessments

e. Provide professional development/learning for teachers, paraeducators, and administrators on teaching strategies for differentiated instruction (UDL, SDAIE strategies, Realia, etc), flexible grouping, as well as timely and appropriate intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000.00

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL

Strategy/Activity

2.4 Increase English Learner progress on CAASPP ELA and Math, CAST Science, and ELPAC exams

a. Provide professional development/learning, training for staff on the CA ELD Standards & Designated and Integrated ELD.

b. Identify students who will benefit from taking Designated ELD and place EL students in appropriate classes. This will be done by providing training to counselors on the best class for EL students.

c. Provide ELlevation training for staff, which includes data analysis and lesson planning

d. Utilize an ELD curriculum, such as English 3D (or a similar curriculum), to support the language development of our students

e. Provide funding for translation/interpretation for student-family related meetings, such as SSTs and 504s as well as all school information meetings

- f. Increase schoolwide awareness of academic achievement in ELPAC and celebrations and recognition
- g. Create a more robust English Learner Advisory Committee (ELAC) and strive for continuous improvement based on feedback and evaluation from stakeholders
- h. Provide a tutoring/writing program, such as Paper or other virtual programs to provide additional support for courses and college preparedness
- i. Provide ELD teacher position
- j. Provide ELD teacher support
- k. Provide students with supplemental instructional materials to support their attainment and mastery of the CAASPP, CAST, SBAC and ELPAC content, such as printing supplies to support inquiry, project based learning and enrichment opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
75,000	LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.5 Increase achievement in CAASPP ELA and Math, CAST Science, and ELPAC exams through intervention programs and family engagement strategies.

- a. Provide students with timely and appropriate tiered interventions during and after the school day, so that they can achieve mastery of content standards, skills, and concepts
- b. Utilize an intervention program, such as iReady, Achieve 3000, STAR , iXL and Freckle to support students in achieving mastery of content standards, skills, and concepts
- c. Provide targeted, small group instruction during and after the school day for designated student groups, based on data collected from internal and external assessments
- d. Conduct Math or ELA family nights to engage families and community members to support students in mathematical learning.
- e. Provide incentives to students who pass or show improvements in state exams or standardized exams

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,000

Source(s)

LCAP

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.6 Increase Staff Awareness of CAASPP, CAST, ELPAC Resources to Support Student Learning

- a. Provide training to staff on CAASPP Interim Assessments and Tools for Teachers
- b. Provide Timecard pay for Math & ELA Teachers to attend CAASPP webinars/trainings regarding IAB assessments and Tools for Teachers.
- c. Provide Timecard pay for Math & ELA Teachers to plan and implement trainings to their peers on IAB assessments and Tools for Teachers.
- d. Provide Timecard pay for Teachers to plan and implement trainings to their peers on common assessments aligned to stated exams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

LCAP

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities will be implemented in order to support all students as needed throughout the year to increase achievement in the articulated goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have decided to budget for programs that will help to meet the articulate goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There may be changes based on data that is collected throughout the year in order to best support and meet the goals we have put in place.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

College & Career Equipped as evidenced by increased graduation rates, increased college and career readiness rates, and increased participation in career pathways.

Goal 3

Upland High School students will be College & Career Equipped as evidenced by an increased graduation rate of 97%, increased college and career readiness rate of 65%, and increased participation in career pathways by 3%. Additionally, UHS students will complete the FAFSA at an increased rate of 70%.

Identified Need

Need to increase graduation rate, college and career readiness, participation in pathways, and increase in FAFSA completion.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates CA Dashboard	Graduation rate 96.3%	Graduation rate 97%
College & Career Pathways	87 pathways completers	200 pathways completers
A-G Requirements	A-G 60%	A-G 65%
FAFSA Completion Rate	FAFSA Completion Rate 29%	FAFSA Completion Rate 65%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.1 Increase Upland High School students Graduation Rates

a. Communicate attendance and graduation expectations/requirements to staff, students, and community annually.

b. Educate families and community on the importance of graduating high school through family/community meetings that are representative of our student groups

c. Recognize and celebrate positive attendance, academic growth and achievement. Recognition could be in forms of prizes

- d. Provide staff training on how to effectively engage and support students in high school
- e. Create partnerships with local colleges and universities through school visits, field trips and lunch activities.
- f. Create an annual Family Night, where Sophomore & Senior Families can receive targeted support regarding their students graduation status & how they can ensure they are on track.
- g. Create partnerships with local employers to provide students with employment opportunities post-graduation.
- h. Create a signing day event that celebrates students who are going to college, entering the military or joining the workforce. Support will be provided in the form of branding material, such as signage, banners, flags, swag and posters.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000.00	LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- 3.2 Increase College and Career Readiness through UC/CSU completion rates increase in career preparation courses.
- a. Provide training for counselors to properly place and track students' progress in pursuit of UC/CSU A-G completion
 - b. Provide Career Fairs on campus and the resources that are needed to implement them, such as staffing, signage and marketing material
 - c. Increase the number of college and career days throughout the school year
 - d. Family/community information nights pertaining to requirements of college preparedness post-graduation
 - e. Provide departments with technology, instructional material, supplies and resources that align with college curriculum and career specific skills
 - f. Provide support to science students such as laboratory technology, equipment and resources to prepare them for the growing scientific fields

- g. Provide professional development/learning, training, and conferences for counselors including but not limited to: UC High School Counselor conference, CSU Counselor Conference
- h. Provide materials for A-G motivation such as: t-shirts, pens, certificates, and signage

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000.00	LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.3 Increase FAFSA Completion & College Application Support for All Families

- a. Conduct family information nights throughout the school year to assist in FAFSA completion
- b. Provide Incentives for attending FAFSA night such as Upland High School T-Shirts & Alumni Swag
- c. Implement "Upland University" during the school year (during the school day, evenings, and Saturday school) to support students and families in the college application process (FAFSA, essay writing, etc.)
- d. Provide opportunities for staff to plan FAFSA implementation strategies
- e. Provide a stipend or additional hours for an Athletic Counselor to provide college application and scholarship support to athletes who are trying to obtain athletic scholarships. This counselor will be focused on providing support to families who are unfamiliar with the college athletic scholarship and college application process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.4 Increase Pathway & Seal of Biliteracy Completion Rates

- a. Inform community and feeder schools of all pathways and pathway requirements available to students.
- b. Train counselors, administrators and clerical staff how to track Pathways in Aeries.
- c. Conduct schoolwide pathway observance and celebration days to promote and celebrate pathways and pathway completion.
- d. Inform students, community, and staff of requirements and benefits of students receiving the State Seal of Biliteracy
- e. Advertise and celebrate students who receive the State Seal of Biliteracy
- f. Create advertising and communications materials to promote pathways. Materials in the form of branding material, such as signage, banners, flags, swag and posters
- g. Provide opportunities for staff to observe pathways programs at other area schools, including substitute pay and transportation
- h. Provide additional classroom materials to support the ever-changing workforce such as upgrades to technology and equipment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000

Source(s)

LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.5 Increase Advanced Placement & Dual-Enrollment pass rates:

- a. Provide professional development/learning and training for all AP teachers
- b. Conduct AP study days/evenings/weekends before, during, and after school the school day

- c. Increase participation in dual enrollment/high school partnership programs at Chaffey Community College
- d. Create information nights or lunch activities for students to receive more information on AP classes and dual-enrollment classes
- e. Conduct ACT/SAT prep during and outside of the school day
- f. Provide stipend or additional hours for staff members to serve as AP Trainers/Coordinators

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	LCAP

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

- African American
- EL
- Foster/Homeless

Strategy/Activity

3.6 Upland High School students will be connected to post-high school opportunities

- a. Provide services and mentoring programs to build student capacity in order to build a college-going culture and 21st-century learners with an emphasis on highlighting historically black colleges and universities, Hispanic Association of Colleges and Universities and Hispanic Serving Institutions (HSI).
- b. Tutor students in small study groups or individually and support the development of independent study skills necessary for success in higher-level classes.
- c. Provide branding & marketing material for career center to display a table during lunch at least twice a month. Branding items may include items such as branded tablecloths, pop up tents and lanyards to give away to students.
- d. Provide students opportunities to attend career fairs. This includes funding transportation and subs for chaperones.
- e. Provide guest/motivational speakers.

f. Create partnerships with local first responders, wellness agencies, SEL groups, group homes, college & university internships.

g. Provide time and resources for the Career Center Rep to shadow other school sites and bring best practices to Upland High School.

h. Provide students with UHS Counseling branded pens that say UHS Counseling and provide Crisis Hotline

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,291	LCAP

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities will be implemented in order to support all students as needed throughout the year to increase achievement in the articulated goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have decided to budget for programs that will help to meet the articulate goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There may be changes based on data that is collected throughout the year in order to best support and meet the goals we have put in place.

Possible Future Expenditures

LCAP and Title I

Possible adjustments and funds from vacant positions will be liquidated and allocated to the actions and services below .

NOTE: Include Strategies/Activities, Object Code, and Estimated Costs
(Not to exceed 10% of the tentative allocation)

Planned Expenditure Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP Proposed Cost	Title I Proposed Cost
6400 Furniture/Equipment less than \$5,000	Updating Administrative Office to Support Parent & Community feeling connected to school and programs.	Goal 1: Safe, Connected, and Engaged Goal 1: Safe, Connected, and Engaged	Schoolwide Building Parent Capacity	\$15,000	\$
5880 Student Incentives/Other Services/Fees/Parent Inservice	PBIS rewards system & display in front office	Goal 1: Safe, Connected, and Engaged	Schoolwide	\$10,000	\$
2420 Clerical OT	Support Activities Director with Clerical work & outreach to families	Goal 1: Safe, Connected, and Engaged	Schoolwide English Learner Hispanic/Latino	\$5,000	\$
5712 Field Trips other transportation	Provide Field Trips that allow students to shadow careers they may be interested in.	Goal 2: Academically Prepared and Empowered	Schoolwide	\$5,000	\$
5630 Repair/Outside Services	Provide signage in parking lot & mark the stalls so they are clearly identified for students and staff. This is to ensure students can arrive safely to campus and to prevent double parking issues.	Goal 1: Safe, Connected, and Engaged	Schoolwide	\$19,000	\$
5840 Computer Tech Fees, Software Licenses, Svcs	Purchase computer programs to support students learning.	Goal 2: Academically Prepared and Empowered	Schoolwide	\$10,000	\$

1140 Certificated Teaching - Sub	Subs to cover teachers classes so that teachers can meet to discuss common assessment during the school day.			\$5,000	\$
4240 Computerized Books (not texts)	E-Books for the library.			\$5,000	\$
				Total:	\$74,000
					\$

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$749,291.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP	\$749,291.00

Subtotal of state or local funds included for this school: \$749,291.00

Total of federal, state, and/or local funds for this school: \$749,291.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Martin Gomez	Principal
Deborah Aguirre	Secondary Student
Michael Syavong	Secondary Student
Francesca Hall	Classroom Teacher
Kevin Miramontes	Classroom Teacher
Trevor Foglesong	Other School Staff
Morgan Adams	Parent or Community Member
Jessica Erlanger	Classroom Teacher
Jessica Decker	Parent or Community Member
Stephanie MacMaster	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

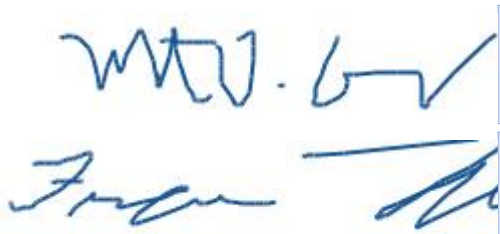
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/26/23.

Attested:



Principal, Martin Gomez, Ph.D on 4-25-23

SSC Chairperson, Francesca Hall on 4-25-23