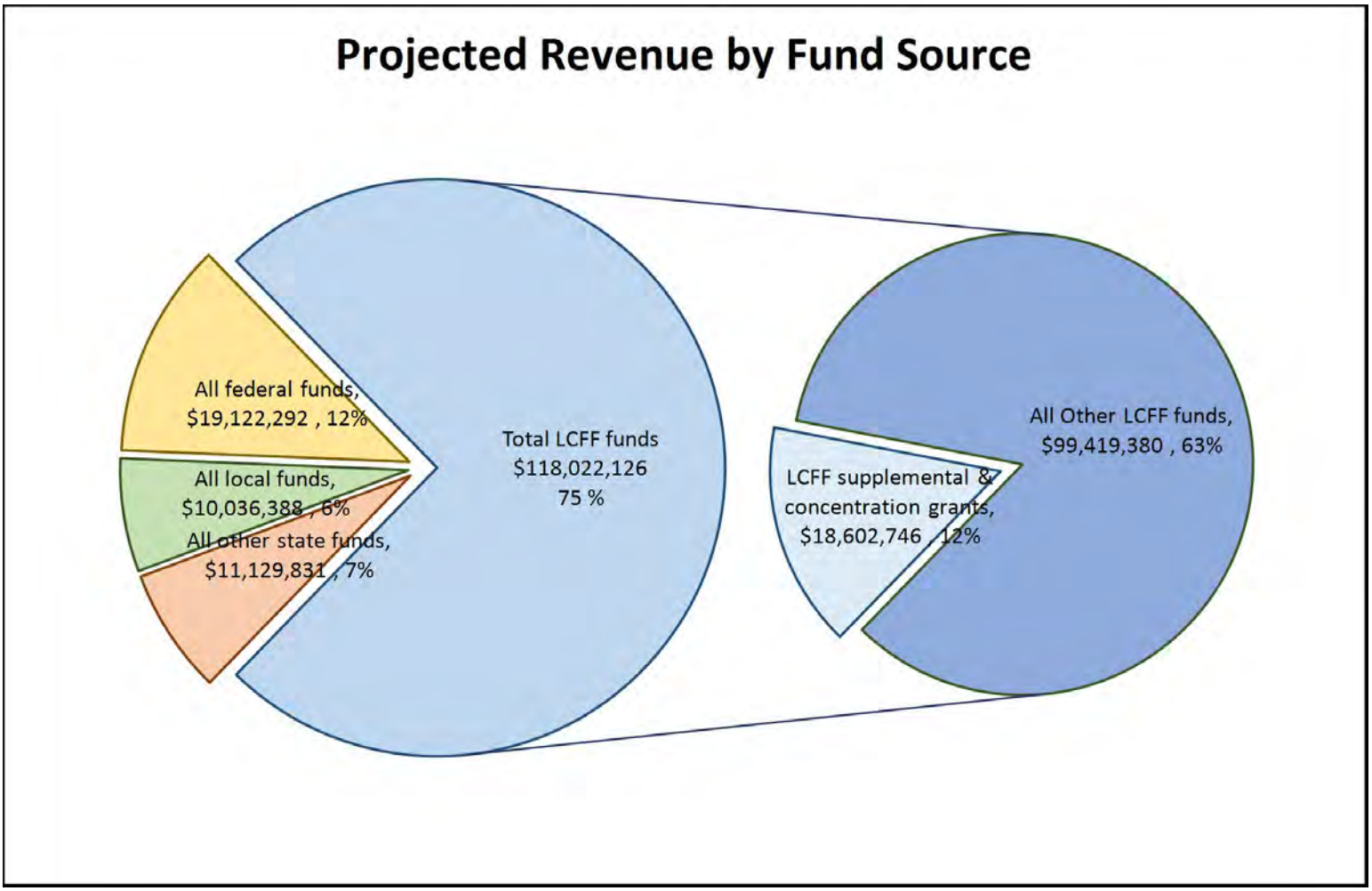
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Upland Unified School District
CDS Code: 36-75069-0000000
School Year: 2022-23
LEA contact information:
Lynn Carmen Day
Superintendent
lcarmenday@upland.k12.ca.us
909.985.1864

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

Budget Overview for the 2022-23 School Year



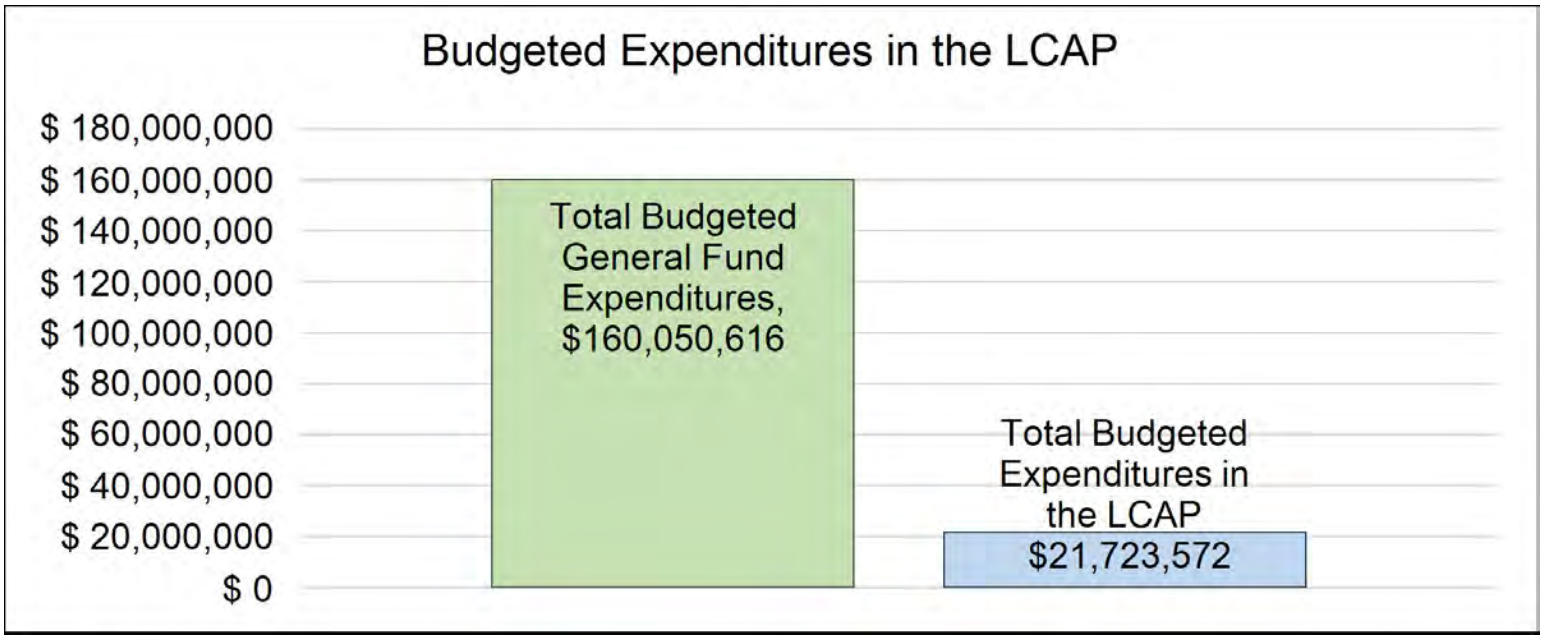
This chart shows the total general purpose revenue Upland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Upland Unified School District is $158,310,637, of which $118,022,126 is Local Control Funding Formula (LCFF), $11,129,831 is other

state funds, $10,036,388 is local funds, and $19,122,292 is federal funds. Of the $118,022,126 in LCFF Funds, $18,602,746 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Upland Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Upland Unified School District plans to spend $160,050,616 for the 2022-23 school year. Of that amount, $21,723,572 is tied to actions/services in the LCAP and $138,327,044 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

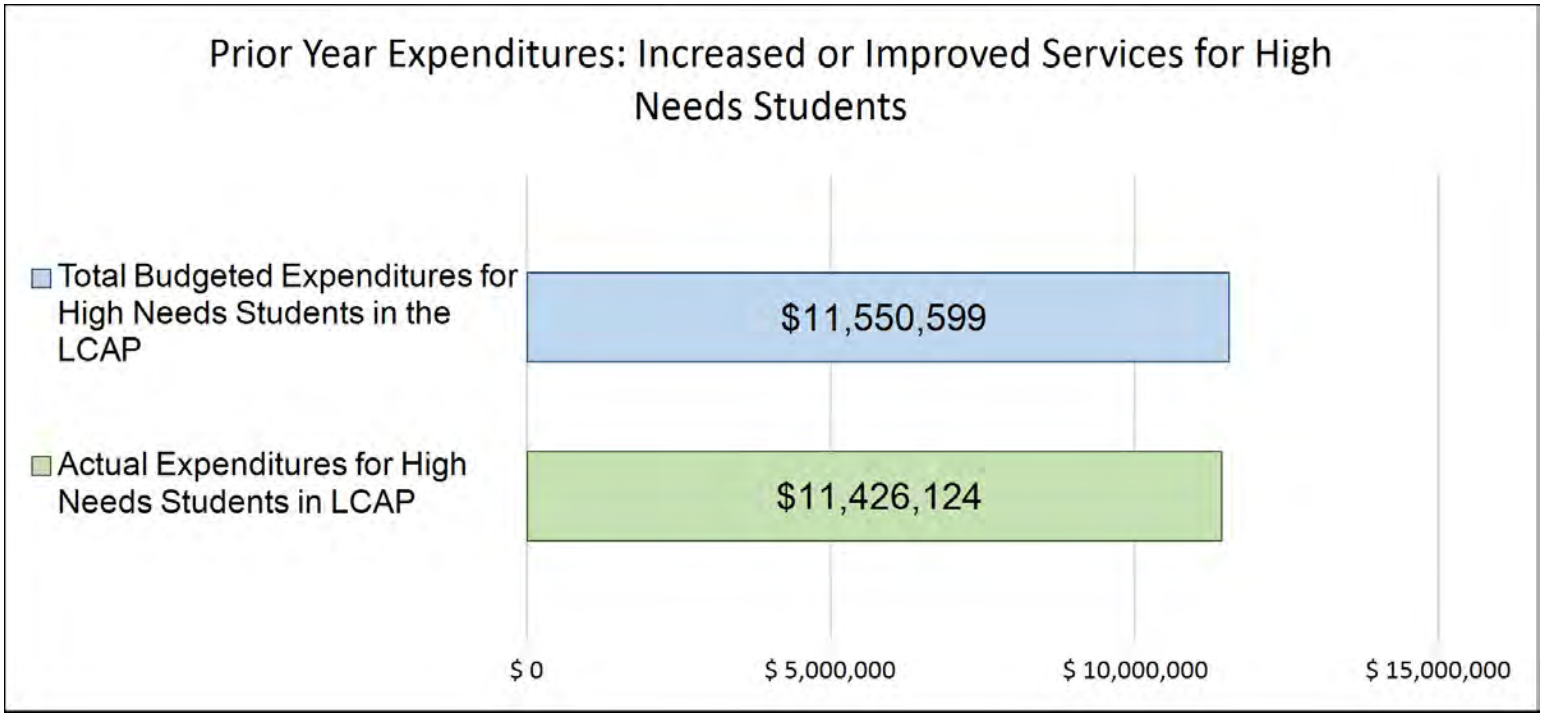
Because LCAP funding is principally directed to our unduplicated pupils, there are other items or services that the school district deemed to be more appropriately funded with general funds, rather than LCAP funds. Base program expenditures include textbooks for core curriculum, crossing guards for K-8 students, security personnel, teachers on special assignment (for English Learners and Literacy), Coordinator for Employee Development, support for secondary athletics, U-College counselor (to provide high school students access to college courses in partnership with Chaffey Community College), and other academic services for students. These initiatives/programs are intended to provide both academic support (U-College, TOSA, textbook materials) and promote student safety and engagement (crossing guards, security personnel, secondary athletics).

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Upland Unified School District is projecting it will receive $18,602,746 based on the enrollment of foster youth, English learner, and low-income students. Upland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Upland Unified School District plans to spend $21,723,572 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Upland Unified School District's LCAP budgeted $11,550,599 for planned actions to increase or improve services for high needs students. Upland Unified School District actually spent $11,426,124 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-124,475 had the following impact on Upland Unified School District's ability to increase or improve services for high needs students:

Due to the impact that COVID has had on our staff availability (including substitute teachers), student attendance, and other overall operations, there were many strategies that were unable to fully implement or not implement at all. District-provided professional development opportunities for teachers were ultimately cancelled due to a significant shortage of substitute teachers. It was determined that it was best for students to cancel these trainings and keep teachers in the classroom. Other opportunities outside of the district, such as conferences and other off site trainings were also cancelled or postponed due to the pandemic. On campus visitors were minimized to essential personnel for most of the year, thus funds allocated for parent engagement opportunities were either cancelled or postponed to a later part of the year, greatly reducing those opportunities. As a result of all this, we were left with a carry over amount of $2.9 million for the 2022-23 school year. We will increase or improve our services by either increasing funding to those strategies and action items that were curtailed, or we will be in a position to implement those strategies or actions that were simply cancelled.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Upland Unified School District	Pamela Salgado Assistant Superintendent	pamela_salgado@upland.k12.ca.us 909-985-1864 x21101

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

For several years, Upland Unified School District has engaged educational partners in a variety of activities to solicit feedback and input. Since the 2021-2022 LCAP (pp. 4-5) was approved, Upland USD received an additional 15% of Concentration funds, Educator Effectiveness Funds, Expanded Learning Opportunity Program funds, and will receive A-G Completion Improvement grant funds. During the 2021-22 LCAP engagement process, educational partners expressed a need for increased safety and focus on improving school climate and culture at school sites with the highest unduplicated student population (Socio-economic Disadvantaged, English Learners, and Foster Youth). Upland USD reached out to the Parent Advisory Committee, local bargaining units, teachers, paraprofessionals, and school/district administrators in Fall 2021 with a survey to solicit input and feedback on priorities for additional funds. These opportunities were advertised through district communication and social media posts. School staff and parents both agreed that a high priority for these funds was to provide flexible opportunities for staff to engage in the focus areas of coaching and standards alignment. These priorities are reflected in the adopted Educator Effectiveness Plan. The input for the Expanded Learning Opportunities Program and A-G funds are just beginning and the district will continue to use district communication and social media posts, to reach out and inform educational partners of feedback opportunities. Future virtual input meetings are scheduled for February and March in 2022 with a district-wide survey for all educational partners scheduled for March, 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Upland Unified School District received additional concentration grant funding to provide additional direct service support to students

within the district. During the 2021-22 LCAP engagement process, educational partners expressed a need for increased safety and improved climate and culture at school sites with the highest unduplicated student population (Socio-economic Disadvantaged, English Learners, and Foster Youth). Upland USD utilized these additional funds to pay for noon aides at schools with a UPP of greater than 55%. The additional lunch time supervision creates increased safety and opportunities for students to connect with a caring adult. This brought the ratio to one hour for every 25 students, compared to the schools with less than 55% UPP which is one hour for every 50 students. As well, the funds were utilized to create a third counselor position at Upland Junior High, which has an unduplicated student population of 86%. This additional counselor allowed for the school to create a counseling support position that focuses on Tier II and III academic and behavioral support. This brought the student to counselor ratio down to 234:1 at Upland Junior High School, versus the junior high school district average of 353:1.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Upland Unified School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District's practices have been further enhanced during the pandemic as Upland USD sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, the Expanded Learning Opportunities Grant Plan and the ESSER III Expenditure Plan.
The following links and page numbers indicate how and when the LEA engaged its educational partners in the use of funds received to support recovery for the COVID-19 Pandemic:
· Learning Continuity and Attendance Plan(p. 3-6)
https://drive.google.com/file/d/1LZMsuz2TLgyMPuMgU05LA96N2fvJgUSv/view?usp=sharing
· Expanded Learning Opportunities Grant Plan/ELO (p. 1-2)
https://drive.google.com/file/d/1bfOVZLMgBJPWgQewNJirTJhn2_EZk5z1/view?usp=sharing
· Local Control and Accountability Plan (p. 4-5) https://drive.google.com/file/d/1gRTdfrQ-ZcrErbpyb_uCCR7KgFiabY0x/view?usp=sharing
· ESSER III Expenditure Plan (p. 2-4) https://drive.google.com/file/d/1fcttfh9JQGb5IhBHUYl64iR6YIP0UKdN/view?usp=sharing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Upland Unified School District has been unable to spend the federal Elementary and Secondary School Emergency Relief Funds because we have had sufficient funds from the other sources and are planning on expanding these in the 2022-20223 school year as follows:
Safely Open and Operate School/Continuous and Safe In-Person Learning

- Personal Protective Equipment (PPE): Equipment has been obtained since the onset of the school year as needed to ensure the health and safety of students and staff. The district has experienced success in obtaining, distributing, and maintaining the necessary PPE.
- Facilities Upgrade and Maintenance: The district utilized ESSER III funding to upgrade facilities to reduce the risk of virus transmission and the exposure to environmental health concerns. The upgrade of facilities included the installment of a ventilation/HVAC system that has proved to be a challenge as obtaining the units has been slower than originally projected.
- COVID Health Technician: An additional health technician to support contact tracing and lead COVID response support is to be hired. This has proved to be a challenge as the district has not been able to acquire an appropriate candidate to employ.

Addressing the Impact of Lost Instructional Time

- Expanded Summer School Program: The district has expanded its traditional summer school program by implementing supports for students to address academic recovery opportunities and students' social emotional needs. We were successful in the implementation of the expanded summer school program as 83% of the incoming seniors who attended recovered credits needed to graduate on time. Additionally, students in grades 3 through 8 showed improvement on Interim Assessment Blocks (IABs) administered in September 2021.
- After School Tutoring Program: Each school site has developed an after school tutoring program to address academic learning loss in core subjects (Math, English Language Arts, Social Studies, and Science). An increased number of paraprofessionals (7) and college tutors (5) were to be hired to support the program so as to provide one to one and small group instruction. This has proved to be a challenge as the district has only been able to hire 4 paraprofessionals and 3 college tutors to date. However, the after school tutoring program is experiencing success in that there are an increased number of students who are attending the after school tutoring program and 69% of teachers at middle schools and 51% of teachers at the high schools have reported increased outcomes on formative assessments in core subjects.
- Residential Substitute Teachers for K-8: The district planned to hire 14 substitute teachers (one for each elementary and middle schools) to ensure instructional consistency for students when the teacher of record is absent. This has been a challenge in that there is shortage of substitutes and thus far we have been able to hire only 8 resident substitutes.

Use of Any Remaining Funds

- Technology: The district has updated and increased the amount of technology available at each school site by obtaining additional hotspots, Chromebooks, webcams, headphones and tablets. All technology has been able to be obtained and implemented at all 18 school sites and as a result, students have been successful in accessing the Internet and academic software programs, both at school and home. The challenge that we have had with our plan is expending the monies in this year. Our successes include expanding the summer school program, hiring residential subs and increasing our technology so that we are 1:1.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Upland Unified School District's state, local and federal funds reached nearly $111 million dollars for the 2021-2022 school year (inclusive of stimulus funds). This total included almost $17,779,740 in federal relief funds from the federal Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan. Through December 2021, approximately 0% of the total funds allocated for this school year have been spent on specific actions related to the district LCAP goals of 1) safe, connected and engaged, 2) academically prepared and equipped and 3) college and career empowered.

ESSER III Expenditure Plan
The ESSER III Expenditure Plan adopted this Fall has aligned and enhanced actions in the LCAP allowing Upland USD to provide regular collaboration for teachers at the elementary level (LCAP Goal #2, Action 13), support increased teacher collaboration and student access to music and arts programs (LCAP Goal #2, Action 13), provide Wellness Centers at schools to support student and staff well-being and mental health (LCAP Goal #1, Actions 15,18 and 19), support the identification of a school theme or signature to build school culture, positive learning environment, and community engagement (LCAP Goal #3, Action 13), provide intervention and support to endure all scholars are academically prepared and empowered through the mitigation of learning loss and providing additional opportunities to close learning gaps (LCAP Goal #2, Action 16), and ensure all scholars are academically prepared and empowered through continued support for professional development to build staff capacity and teacher efficacy (LCAP Goal #2, Actions 26,27,30,31, 33 and 36)

Safe Return to In-Person Instruction and Continuity of Services Plan
Upland Unified School District used its fiscal resources to implement the Safe Return to In-Person Instruction and Continuity of Services Plan by providing contact tracing, COVID-19 testing, PPE, additional hours for staff to disinfect high-contact surfaces, and improving ventilation to ensure safer air for students in enclosed spaces. We also provide services to support mental health and wellness for our students. These align with LCAP Goal #1, Actions 10,12,14,15,17,18 and 19.

- 2021-2022 Local Control and Accountability Plan https://drive.google.com/file/d/1gRTdfrQ-ZcrErbpyb_uCCR7KgFiabY0x/view?usp=sharing
- ESSER III Expenditure Plan https://drive.google.com/file/d/1fcttfh9JQGb5IhBHUYl64iR6YIP0UKdN/view?usp=sharing
- Safe Return to In-Person Instruction and Continuity of Services Plan
https://drive.google.com/file/d/1GaZXKHnGh7qDIOwUly1NEIVvhDxJCW3H/view?usp=sharing

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Upland Unified School District	Lynn Carmen Day Superintendent	lcarmenday@upland.k12.ca.us 909.985.1864

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Upland Unified School District is located in Upland, California, at the base of the San Gabriel Mountains. We serve approximately 10,300 students. San Antonio Regional Hospital is the largest employer in the city followed by Upland Unified School District. Our school district consists of a pre-school program housed at two sites, nine elementary schools, eight of which host a TK program, one is a Dual Language Immersion (Spanish) school, one TK--8 Science, Technology, Engineering, and Math (STEM) Academy, two junior high schools, one comprehensive high school, one alternative high school, and one adult education school. Upland serves a diverse group of students. The student population in Upland Unified School District is 7.6% English Learners. Sixty-six percent of the district's students are classified as Low Income. The LCFF Unduplicated (Low Income, English Learner, and Foster Youth student groups) is 66%, and 77.5% of the English Learner students speak Spanish. Additional languages include Arabic, Indonesian, Mandarin, Tagalog, and Vietnamese. Upland's student population comprises many ethnicities, with 60.18% identifying as Hispanic Latino, 20.82% White, 7.25% African American, 5.30% Asian, and 6.45% made up of other ethnicities. The mission of the school district is to create excellence for all students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In analyzing our Student Information System and utilizing 2019 Dashboard information, the district has identified several areas of success. The first being with the challenges that we have experienced this year returning from the pandemic, we are quite proud of our overall ADA and Chronic Absenteeism rates. It is anticipated that Upland's ADA will average a little above 94%, which is lower than our full pre-pandemic year of 95.6%, but one of the highest in the area post-pandemic. The overall chronic absenteeism rate has also increased but is still one of the better in our area at 18%. Academic growth according to iReady is also something to celebrate. Upland started the year with 71% of the district's students at or approaching grade level in ELA and 67% in math. The end of the year diagnostic indicates that the students at or

approaching grade level in ELA is 75% while in math, 86% of the district students are at or approaching grade level. The English Learner student group grew 25% in ELA and experienced a 27% growth in math with the number of students who are at or approaching grade level. Upland's socio-economically disadvantaged students group grew by 24% in ELA and 32% in math. We will continue to build on these successes by hiring math and literacy Teacher on Special Assignment (TOSAs) to support our identified student groups to further close the achievement gap that exists within the district. The district will also hire a Climate and Culture TOSA to support the Director of Child Welfare and Attendance and Positive Youth Development by fully implementing PBIS and Restorative Practices to continue to lower our chronic absenteeism and suspension rate for all student groups. Finally, with a district-wide assessment plan, Upland will be able to monitor student achievement in math and ELA, and support with intervention when necessary.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In looking at the 2019 Dasboard, information released on DataQuest, and our own Student Information System, the district has identified that the graduation rate decreased in the 20-21 school year. After careful analysis, it has been determined that there is room for improvement in tracking our cohort groups. As a result, the district will hire a Database Analyst to monitor and correct information about students who enroll and disenroll from the district. The district has also experienced an increase in the number of suspensions and expulsions in the 2021-2022 school year. This number has increased for all student groups and although the Dashboard has not yet been updated with that information, an analysis of our own Student Information System has indicated such. As mentioned above, the district will hire a Climate and Culture TOSA to help support the implementation of Restorative Practices and PBIS, which are both researched-based strategies to decrease referrals and suspensions, while at the same time allowing students to access their learning which will continue to increase our academic performance. As a result, Upland has written into the new LCAP, goals, and actions around supporting all of the dashboard indicators. This includes monitoring student academic achievement with the district iReady assessment cycle. Suspension rates will be addressed through the implementation of PBIS and Restorative Practices. The counseling team at the high schools will be monitoring CCI and on track for graduation quarterly. The district will utilize the information from those assessments to determine strategic interventions for identified students. Upland recognizes that we will need to pay attention to the social-emotional health of our students if we want to see the academic and engagement indicators improve. All of our actions are geared to our lowest-performing student groups, EL, SWD, SED, and foster/homeless.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The vision for the actualization of the Upland Unified School District LCAP is to ensure that all students graduate from our district safe connected and engaged, academically prepared and equipped and college and career empowered.

Goal 1: Safe, Connected, and Engaged Scholars: UUSD will strive to provide students with a physically and emotionally safe learning environment. The actions and services in goal 1 are structured to increase the engagement of students by providing mental health services,

implementing a multi-tiered system of support (MTSS framework), and providing opportunities for student voice and leadership in the climate and culture of our schools. To this end, goal one utilized the resources in people to help support the safety, engagement, and well-being of our unduplicated student group. Family and Community engagement are also integrated into the actions and services of this goal. This goal encompasses our focus on social-emotional competency for all students.

Goal 2: Academically Prepared and Equipped: UUSD will challenge and support all students to actively engage in rigorous and relevant learning that prepares them for their future aspirations. Students will have access to high-quality teaching and learning experiences, curriculum, resources, and supports designed to meet them where they are and take them to high levels of learning and achievement. This goal encompasses our districtwide focus on literacy and numeracy mastery for all students. Family engagement is also integrated into this goal.

Goal 3: College and Career Empowered: UUSD will ensure every student graduates with the knowledge, skills, and competencies to be college, career, and life ready. We have created a graduate profile that encompasses all of the academic, social-emotional, and life drivers and competencies we commit to ensuring every graduate of the district. Family engagement is also integrated into this goal.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

We have one elementary school, Cabrillo Elementary, that has been identified for comprehensive support and improvement. They will remain in CSI status in 2022-23.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Cabrillo Elementary was identified as needing improvement in the areas of attendance and suspension related to behavior. The Director of Equity and Access and Assistant Superintendent of Instructional Services led the principal and leadership team through a needs analysis which involved analyzing dashboard and perception data and then responding to a series of questions culminating in the development of an action plan. This analysis and action plan was shared at a site meeting with teachers and was led by the Assistant Superintendent of Instructional Services to gather input and feedback. The site leadership team further utilized its School Site Council and ELAC families to provide input as the SPSA was being developed. Additionally, the Assistant Superintendent of Business Services continues to provide guidance on developing the CSI budget. Other members of the planning session included the School Site Council and the plan was shared with the PTA for their input and feedback on the plan. After incorporating the suggestions from these various groups, a final plan was created. The Director of Equity and Access was responsible for overseeing the implementation of the plan. In the development of the plan, the team (which included site leadership, district leadership, and Cabrillo families) included evidenced-based actions that would address the

identified needs or resource inequities that were causing the needs. Inequities identified included through an analysis of the most recent CA Dashboard data available, more timely local iReady assessment data in ELA and math, family and staff surveys, and discipline and attendance data included an achievement gap between African-Americans and English Learners and the rest of the student population. To address these needs the school began to build staff capacity around developing a stronger professional learning community (PLC) and SEL supports (which includes a wellness center and retraining of staff on restorative practices focused on positive attendance supports and incentives). PLC professional learning is expected to yield positive results as measured by iReady diagnostics and CAASPP. Additional training has been provided (and will continue) in Capturing Kids' Hearts, which is a framework for building positive relationships.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The district has been following the continuous growth cycle model to track and analyze data, and make necessary adjustments when appropriate; this practice extends to monitoring and evaluating the effectiveness of our CSI plan by routinely tracking academic, attendance, and behavior data for the site at the district level. To ensure that we experience positive results we are working to build staff capacity via professional learning opportunities both academically and in supporting students' social-emotional well-being. As data is shared with our educational partners, we are explicit in identifying both growth areas and highlights while explaining why we believe the results are as such. During these sessions (SSC, ELAC, or other family events) our families are given the opportunity to provide their feedback. If our evidence-based interventions are successful, then we should be seeing an increase in attendance rates, a decrease in suspension rates, and a closing of the achievement gap between African-Americans and English Learners, and the rest of the school. Both our Director of Data, Assessment, & Accountability and our Director of Equity and Access will continue to work collaboratively with site principal and leadership team. We also work with site Leadership teams to revise the SPSA in order to ensure strategies are in place to continue the reduction of chronic absenteeism and the continued decrease of suspensions. A review of progress on the plan will be continue regularly with the staff, SSC, ELCA, and the PTA.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Upland Unified School District educational partner engagement process is an annual and ongoing essential part of the LCAP development process. The process has the voice of our educational partners as a central component of shaping the LCAP goals, actions, services, expenditures, metrics, and targets. A range of educational partner engagement opportunities occurred throughout the school year. We ensured that we met with all of the required partner groups (including parents/guardians of low-income, English Learners, and Foster Youth), as well as the SELPA administrator, by hosting various meetings that started originally in February 2022 and concluded in March of 2022. Each site hosted LCAP feedback sessions for all school personnel (which includes teachers), including families and students (including Low Income, Foster Youth, and English Learners). As a district, we hosted meetings for all administrators, principals and families that included DELAC, DFAC, Student Advisory, and PTSA. The first major activity included forming an LCAP advisory committee that provided oversight to ensure community partners representative of every student group provided feedback on our goals, actions, and services. We sent a survey via our districtwide communication system to all families, translated into both English and Spanish with our goals, and asked families to provide feedback on how they would add, change or revise our goals. We also asked families to share what is working at their respective school sites and what they would like changed. We also presented an overview of our LCAP to our District English Learner Advisory Committee and our District Family Advisory Committee and collected their feedback. We provided every school principal with an overview of the LCAP and required them to present to their staff (including bargaining unit members), School Site Councils, English Language Advisory Committees, a family engagement event, and the district collected feedback from each school via a shared Google form. We were able to sort the spreadsheet by the school, by role, and find trends and patterns in the feedback. We spent an entire week reviewing all of the feedback and revising our actions and services based on common requests and suggestions. They scheduled a districtwide LCAP community forum and invited all staff, students, and families to attend. We facilitated a breakout session aligned to each of our goals, and in each session, we reviewed the revisions we made based on the feedback. Our educational partners were able to provide additional feedback on the revisions we used to finalize our 2021-2024 plans.

Building upon this priority to engage our educational partners, a summary of recommendations from each group was provided to district leadership, including the cabinet, district managers, and site administrators. A summary of our educational partners' input is scheduled to be presented to the school board on June 8th and how the feedback resulted in changes and enhancements to the plan.

Key groups whose feedback was received include the following:
DELAC: District English Learner Advisory Council (February 10, 2022)
ELAC at those applicable school sites
DFAC and SSC District Family Advisory Council (March 17, 2022)
SSC: School Site Council presentations at all schools (varies by site)
Teacher Advisory Committee: Certificated staff representing each school
Student Advisory Committee: High school students representing the various student groups in the district
PTSA (March 24, 2022)

Several surveys were administered to the following educational partners:
School Climate Survey for families
School Climate Survey for students
School Climate Survey for staff

Several virtual community updates were provided and our educational partners were given a Google survey link to provide input and ask questions. Our first session held in 2022 was with our DELAC on February 10, and our DFAC (District Family Advisory Council) session was held on March 17. Although we received feedback via Google form, there were no official questions that were submitted by our partners on the Google form. We held a virtual forum on April 11, 2022 to present a draft of our LCAP to our community and educational partners as a result of their feedback. Additional feedback was obtained and the final plan will be presented to the board on June 14, 2022, with an anticipated board adoption on June 28, 2022.

A summary of the feedback provided by specific educational partners.

Overall the feedback provided by our educational partners reaffirmed and built upon the key priorities already established. The following summary outlines the overall themes that emerged:

Overarching Themes:

Targeted and Individualized Supports: A theme across all educational partners (at the site level it was ELAC, PTA, and SSC; and at the district level it was DELAC, PTA, and DFAC) was the need for more targeted and individualized interventions and supports for our highest need students. Many of the recommendations referenced social-emotional learning supports. Also it was recommended for our district to incorporate goal setting activities to help motivate students and before school, during school and after school tutoring supports.

A focus on Literacy: Feedback from SSC, staff and parent organizations, emphasized the need for a strategic focus on student's ability to read, write, speak and listen. Virtual learning made it extremely challenging to teach writing to mastery so a special emphasis on writing was encouraged.

A focus on Numeracy: Educational partners (SSC, PTSA, and DFAC) expressed the importance of addressing math needs through a focus on numeracy. Our schools have reading specialists but we do not have math specialists. A desire across groups is to ensure that math receives the attention and support it needs similarly to reading.

Continued access to Visual and Performing Arts: Many educational partners, including PTSA, DFAC and teachers, expressed interest in increasing student access to visual and performing arts, especially at younger grades. As a result of similar feedback from last year, we implemented an exploratory arts wheel that exposed K-6 students to visual arts, theater, and dance. This year’s feedback was to not only continue these opportunities, but to expand access.

Culture and Climate: An overarching theme that relates to many aspects of the district is school climate and culture.This manifested as recommendations for professional learning on initiatives such as PBIS, restorative practices, Capturing Kids Hearts, SEL and other programs that focus on safety, health and well-being. This feedback was shared with us from teachers, administrators, classified staff, parents and students.

Mental Health Services: All educational partners gave feedback requesting our district to expand implementation of mental health support and checks for students.

College and Career Readiness: offer more opportunities to connect students with their own interests for postsecondary plans. There was a sense that more needs to be done at the primary grades to expose and prepare students for post-secondary opportunities. This feedback was received from ELPAC, DFAC, and PTSA.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partners input influenced the development of the LCAP significantly. Having returned to in-person instruction in 2021-22 with COVID restrictions, mask mandates, and other adjustments, the voice of our students, staff, families, and community shaped many aspects of our LCAP plan goals, actions and services.

Goals
Our three LCAP goals integrate family and community into each goal instead of as a separate goal. We believe engaging families and the community in meeting the academic, social-emotional and behavioral needs of students is the most effective and efficient way to have a whole child approach to student success.

Goal 1: Safe Connected and Engaged
We have integrated MTSS into both goal 1 and goal 2. The aspects of MTSS that are a part of goal 1 are actions and services aligned to students' social-emotional and behavioral needs.

Metrics/Desired Outcomes: Our educational partners have expressed interest in seeing our suspension and absenteeism rates decrease, and our students' access to mental health supports increase. The hope is that more access will result in a decrease in dropout rates and students will be more engaged.

New Actions and Services: Educational partner feedback encouraged the addition of the following services
Additional school nurse and SLP
Expansion of wellness centers at school sites
Additional noon aides and training for them in PBIS strategies

Continued Actions and Services: based on positive response from educational partners

Climate and Culture School Teams
Elementary Physical Education teachers
PBIS
Restorative Practices
Care Solace
Foster youth case management
Social-Emotional Learning Curriculum (Second Step)
Summer Bridge program for K-12 students

Goal 2: Academically Prepared and Equipped

This goal was revised from its previous language which focused on ensuring equitable access and use of innovative technology. We have integrated technology into each of the three goals of the LCAP. The aspects of MTSS that are a part of goal 1 are actions and services aligned to students' academic needs.

Metrics/Desired Outcomes: Educational partners expressed interest in seeing improvements in our students reading and math performance and in seeing the achievement of English Learners improve. As a result we have set metrics around increasing performance of students on English Language Arts and Math local and state assessments. We also set metrics to show growth on the English Learner Progress Indicator as evidenced on the state dashboard based on how students perform on the ELPAC exam. Educational partners also expressed specific interest in expansion of our elementary VAPA program.

New Actions and Services: Educational partner feedback encouraged the addition of the following services
GATE expansion and training for staff
Additional funding for libraries/librarians at all sites
VAPA coordinator
Director of Equity and Access (partially-funded)

Continued Actions and Services based on positive response from educational partners
iReady math and reading screener and diagnostic assessments and personalized online learning
Write From the Beginning writing program for elementary
AVID programs
Innovative Technology Integration
1:1 devices for students
Professional Learning for staff
ELLevation online resource for English Learners
24-hr online tutoring service for English Learners

Goal 3: College and Career Empowered

Metrics/Desired Outcomes: Educational partners expressed interest in seeing our graduation rates continue to be high and to see an increase in our students' preparedness for college as evidenced by an increase in A-G completion rates. Partners would also like to see an increase in students participating in career pathways.

New Actions and Services: Educational partner feedback encouraged the addition of the following services
Expanded Career Pathway courses
Signature magnets and academy's at each school site
U-College support
Training to increase awareness of of college requirements, A-G, and other items

Continued Actions and Services based on positive response from educational partners
Current pathways
Honor student support
College Field Trips
Project Lead the Way
PSAT fees
AP exam fees
DLI at Baldy View Elementary

Goals and Actions

Goal

Goal #	Description
1	Ensure Students are Safe, Connected, and Engaged as evidenced by a decrease in chronic absenteeism, a decrease in suspension and expulsion rates, and a decrease in dropout rates. We expect to see an increase in engagement as indicated by percentage of favorable responses in our perception data collected via surveys for families, students and staff. Furthermore, we expect to extend support to families through an increase in referrals to resources through our request for assistance procedure, and referrals to counseling resources. UUSD families will have increased opportunities for engagement at schools, and school leaders will deploy supports to reconnect students and families who have become disengaged.

An explanation of why the LEA has developed this goal.

Based on educational partners' feedback and in order to build and strengthen schools that ensure student and staff well-being, social-emotional health, and safety, connection to school the school community must be high, the threat of harm must be minimized, and supports to address harm when it occurs must be in place. Professional learning opportunities described in this goal will focus on building strong relationships that assist in productively resolving conflict, and reducing exclusionary discipline or negative experiences at school that results in increased disengagement or perceived lack of safety. Increased opportunities for parent and community involvement will further strengthen these connections, while robust mental health and social-emotional learning support foster student resiliency as they work toward becoming academically prepared and empowered, and college and career equipped. These actions and metrics combined will create the outcomes we are hoping to achieve with this goal by allowing us to measure the impact of our actions on a regular basis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2018-2019 12.9% Absenteeism	2020-2021 28.9%			2.5% Chronic Absenteeism Rate
Suspension Rate	2019-2020 3.2% Suspension Rate	2020-2021 .1%			1.6% Suspension Rate
Graduation Rate	2019-2020 95.5% Graduation Rate	2020-2021 93%			96.5% Graduation Rate
Expulsion Rate	2019-2020 .07% Expulsion Rate	2020-2021 0%			.05% Expulsion Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Care Solace Referrals	263 Referrals for 2020-2021 School Year	275 Referrals for 2021-2022 School Year			12% Increase in Referrals
Student Support Request for Assistance	135 Requests for Assistance 2020-2021 School Year	388 Requests for Assistance 2021-2022 School Year			20% Increase in Requests for Assistance
High School Dropout Rates	2016-2017 .7% Dropout Rate (most recent data provided by CDE)	2021-2022 .9% Dropout Rate (most recent data provided reported in CALPADS)			.5% Decrease in Dropout Rates
District School Climate Survey	2019-2020 Kelvin Distance Learning Favorability Rating of 74	2020-2021 Kelvin Favorability Rating--78			90% or Higher Favorability Rate
Middle School Dropout Rates	2016-2017 0% Dropout Rate (most recent data provided by CDE)	2021-2022 0% Dropout Rate (most recent data provided reported in CALPADS)			0% Drop Out Rate Maintain
Attendance Rates	2020-2021. 95.25%	2020-2021 95.25%			98%
Efforts by the district to seek parent input in making decisions for the district and sites, including promotion of parental participation in programs for unduplicated students and students with exceptional needs	In 2019-2020, multiple online parent meetings were held via monthly "Wednesday Webinars." Due to turnover in staffing at this position, we do not have date on number of parents in attendance.	in 2020-2021, we had over 300 parents attend meetings where they gave input into decision making			600 parents will attend meetings where they give input into decision making

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Climate and Culture	The district will provide two assistant principals (one at Foothill Knolls and another at Pepper Tree Elementary) to provide leadership of site climate and culture teams, for the staff and, will oversee implementation of restorative practices and PBIS schoolwide, which will increase attendance and positive perception and decrease suspensions and referrals for our unduplicated student groups.	$298,664.00	Yes
1.2	Health Education	To develop a more robust and comprehensive Sexual Health Education, HIV prevention, and Tobacco-Use Prevention education (PPP and Project Alert) as guided by the California Healthy Youth Act, the district will provide additional supplemental resources vetted by our health and PE teachers to further engage our unduplicated pupils, especially our FY and LI students. FY and LI have limited access to health education materials at home and also to healthy and positive adult mentors, and it is our expectation that by providing these supplemental resources that they become more engaged at school and begin making healthier choices.	$12,000.00	Yes
1.3	District Translator .4 FTE	A district translator will be on staff to support EL students and their families. The district translator will engage with case carriers for our EL families to provide simultaneous translation at school site meetings and provide effective translation services to all departments, to support home school connections.	$50,755.00	Yes
1.4	Two High School Counselors and 20% Foothill Knolls Counselor	Two high school counselors will be used to support social-emotional learning and support for our unduplicated student groups requiring additional social-emotional interventions. This support includes facilitating group sessions for EL, FY, and LI, giving them access to onsite wellness centers considering that some of our students have	$346,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
		limited access to such resources at home. Based on our climate and culture data, we have determined that this is a tremendous need at the high school to improve our discipline data for unduplicated student groups. It is the expectation by providing this support that our EL, FY, and LI students will be more engaged social-emotionally while at school and experience a growth in academic achievement as measured by CAASPP and local iReady assessments in ELA and math.		
1.5	Family Partnerships	UUSD will organize and implement family recognition nights in order to allow the district to show their appreciation to families and community partners who support our students, resulting in stronger partnerships between the district and our unduplicated student group families. The purpose for building stronger partnerships is to ultimately increase student engagement as a contributing factor to decrease student discipline and increase student achievement. These partnerships include a Family Leadership Night where we recognize two families per school site for heir volunteering efforts. We also hold an EL Reclassification Celebration where we recognize students who have been reclassified, as well as EL families for their partnership with the respective school. Approximately 8% of our student population is classified as EL and are underperforming when compared to other student groups, so this is only one manner to improve their achievement.	$24,000.68	Yes
1.6	Personnel to monitor metrics and Implement programs and systems	CWA Director 1.0 FTE will oversee and implement district systems for reducing chronic absenteeism, reduce exclusionary discipline, and emphasize proactive and instructive approaches to supporting student behavior. This position was reinstated two years ago, after several years of non-existence because we analyzed our data and determine that our Low Income, Foster Youth, and English Learner students groups, were overly represented in the metrics indicated above.	$235,271.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CWA Director Administrative Support will support CWA Director in implementation of district systems for reducing chronic absenteeism, reduce exclusionary discipline and emphasize proactive and instructive approaches to supporting student behavior. This position was also revived two years ago when we brought the CWA Director back. This action is principally directed towards our Low Income, Foster Youth, and English Learner student groups in order to improve their climate and culture metrics.		
1.7	Noon Aide Salaries	Noon Aides are an essential staffing resource to ensure that the safety, health and well being of students are ensured during recess and lunch times. Noon aides will implement practices aimed at reducing exclusionary discipline and emphasizing proactive and instructive approaches to supporting student behavior. Noon-aides work closely with students on a day to day basis, and their interactions and support of students are critical in improving the climate and culture metrics for English Learners, Foster Youth, and Low Income students.	$756,128.00	Yes
1.8	Attendance Incentive Program	The district will provide attendance incentives in order to reduce chronic absenteeism for our unduplicated student group at all grade levels at all 14 sites.	$25,000.00	Yes
1.9	Mentoring Programs	As schools improve student engagement and school connection, our Foster and Low-Income students' need for adult supports will increase, so to address Tier 2 targeted supports specifically for Low Income and Foster students, and improve school culture and climate, mentors will be trained to work with junior high and high school students. This action was developed in consideration of our high suspension data for our male Low Income and Foster students. We will have female	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mentors as well, as that need has also been identified for our Foster and Low Income student groups. The expected outcome with these supports to increase engagement and connectedness to the school for our FY and LI students. By improving this metric, we expect their discipline issues to subside, as well as increasing their academic achievement as measured by CAASPP and our local iReady assessments in ELA and math.		
1.10	Crisis Team Youth Mental Health First Aid Training	This evidence-based protocol of Crisis Team Youth Mental Health First Aid Training gives staff the language and training to address the needs of our unduplicated student groups when presented with self-harm ideation or other mental health conditions.	$10,000.00	Yes
1.11	Personnel to Support Foster Youth	Community Resource Worker and Secretary II: To improve services and supports for Foster students, these two staff members help to enroll, identify, and provide support for this vulnerable student group, in order to improve their achievement outcomes. Case Management for Foster students 2.0 FTE: This staff member will increase monitoring support for Foster Youth students. Legislative impacts, education code updates, interface with families, and needs assessments will support conditions that ensure advocacy of the rights of foster youth.	$390,512.00	Yes
1.12	Mental Health Support	Behavioral Health Therapist 1 FTE: Due to the high needs of youth mental health first aid, crisis response, and needs assessment among our unduplicated student groups, a clinical therapist provides critical supervision of mental health responses, youth suicide prevention, and also collaborates with school site teams regarding layered mental health and social-emotional functioning supports principally directed to our unduplicated students district-wide. The primary focus of this support is our LI and FY students due to the fact that they have limited	$123,776.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access to these resources at home. The purpose is to increase their safety and engagement level at school to yield positive results regarding their discipline data and academic achievement as measured by CAASPP and local iReady assessments in ELA and math.		
1.13	Program Manager, Support Services	Program Manager of Support Services 0.15 FTE: Part of the responsibility of the program manager is to oversee the administration of the Department of Behavioral Health grant cycle to ensure we are using funds appropriately to offer mental health support to our Low Income Students. The support offered to LI students includes 1-on-1 therapy with a behavioral health specialist and group support sessions. Students are identified by by having barriers that keep them from accessing the curriculum and other general aspects of school. The purpose of this support is to increase LI engagement and ultimately increase their achievement as measured by CAASPP and local iReady assessments in ELA and math.	$23,178.00	Yes
1.14	Care Solace	24 hours a day, 7 days a week, access to mental health services, principally directed for our unduplicated district students and families. This consultant provides services to facilitate access to mental health clinicians without prior approvals or co-pays to ensure that our Low Income, Foster Youth and English Learner community is able to access the mental health support that they need.	$26,000.00	Yes
1.15	Wellness Center Personnel	Wellness Center Aides (14 in total): Layered multi-tiered supports of mental health and social-emotional functioning, these staff members will provide and supervise such supports in the student wellness center at the school sites for our unduplicated student groups to teach them to self regulate so that they can access the curriculum. Wellness Center Counselor at UHS (only one counselor):	$903,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This position was designed principally for our unduplicated student groups. Our discipline data indicated an over-representation of our EL, FY, and LI students receiving discipline. This opportunity to take a timeout and learn to self-regulate will result in improved discipline outcomes.		
1.16	Professional learning for case managers	The district will continue to increase and expand professional learning to all Support Services case managers, with the goal of remaining aware of all recent legislative updates and best practices for supporting and advocating for Foster Youth, to ensure that we are maintaining Foster Youth rights.	$7,000.00	Yes
1.17	Critical Crisis Response Team training (PREPARE)	The district will provide training in an effort to prepare and support site and district crisis response teams while creating responsive protocols and procedures. The purpose of the ongoing evidence-based training will be provided to the district crisis response team and site teams in order to support the unduplicated student groups during times of crisis. Our data indicate that our students most likely to experience crisis are the Low Income and Foster Youth students groups. By providing this training we expect more positive results on our annual student surveys to indicate a safer learning environment for our FY and LI students.	$20,000.00	Yes
1.18	Mental Health Services-prevention, Social Emotional Function	The district will provide mental health services, which may be delivered through the collaboration of both school-based and community-based practitioners. The purpose is to enhance student social and emotional skills while preventing and addressing mental health concerns for our unduplicated student groups.	$10,000.00	Yes
1.19	SEL Second Step, Character Strong, and Ruler	The district will provide social-emotional training that will help teachers and staff strengthen their professional understanding of social-emotional learning. Improving student engagement and connection to	$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the school is directly impacted by a sense of safety and security. Evidence has shown that school-wide social-emotional learning increases this positive student outcome. This action is principally directed for our unduplicated student groups.		
1.20	Por La Vida Parent Program	The Por La Vida program presented by Support Services Case Managers supports our Upland English Learner families in promoting health and well being within our Latino community through a social network. In addition, domestic violence prevention and intervention programs for at-risk underserved women are established through the network. This action is directed at our English Learner families and will provide healthier family environments in which they can reside.	$3,620.00	Yes
1.21	Family SEL trainings and workshops	Family SEL training and workshops are essential for our unduplicated student groups' families to have access to research-based processes to help maintain positive relationships, process emotions, set positive goals, and maintain good emotional health. UUSD staff will provide these training opportunities to our unduplicated student groups and families with the intent to increase student engagement and connectedness to school. It is expected that with increased engagement, our LI, FY, and EL students will experience decreased in discipline incidents and increases in achievement as measured by SBAC and our local iReady assessments.	$24,000.00	Yes
1.22	Academic Family Support	Family Aeries Support: Training the families of our unduplicated student groups to navigate the Aeries Family Portal allows parents/guardians and students to access test scores, grades, report cards, standardized test results, class schedules, teacher assignments, and attendance logs. It is one more layer of school and home contact thus enabling a greater support system for our unduplicated student groups. It is expected that with increased support and engagement, our LI, FY, and EL students will experience	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increases in achievement as measured by SBAC and our local iReady assessments. Family iReady Support: Aids families of our unduplicated student groups in learning how to navigate, support and encourage their students for i-Ready success. The training also assists with reviewing and interpreting i-Ready assessment results and how it suits each child's needs. This additional layer of home support is crucial to success for our unduplicated student groups. It is expected that with this increased support and engagement, our LI, FY, and EL students will experience increases in achievement as measured by SBAC and our local iReady assessments.		
1.23	Family Support Center	Our Student Support Services Division will provide a Family Support Center where our low income and foster youth students and families can receive food, clothing, personal items, and school supplies. We will also provide lessons on life skills such as resume writing and interviewing, to help increase opportunities for gainful employment. It is our expectation that by providing these services to our FY and LI students that we will see a decrease in absentee rates for them, and as a result an increase in their achievement as measured by grades, CAASPP, and local iReady assessments.	$40,000.00	Yes
1.24	Transportation (Athletics, Band, Choir, Academic Programs)	The district will provide transportation to ensure access for our Low Income students to extracurricular activities at the junior high and high schools. These services will also extend to provide access to after school tutoring and enrichment for LI students at our elementary schools by transporting high school students from the high school to each elementary campus. It is expected that by providing these services our LI students will experience an increase in engagement and school connectedness, as well academic growth as measured by CAASPP and our local iReady assessments.	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.25	TOSA Val/Mag/Syc/SV/Citrus/UE/BV/Cab/UJH	Nine Teachers on Special Assignment (TOSA) will be used to support school site staff with building up their multi-tiered systems of support to ensure our low income students have more targeted access to programs and supports to allow them to more readily access the core curriculum.	$1,208,008.00	Yes
1.26	Two High School Deans and one Junior High Dean	Two high school deans and one junior high dean will be used to support staff learning behavioral interventions like PBIS and Restorative Practices. They will support professional development and implementation of both PBIS and Restorative Practices. We expect their support to lead to greater fidelity of implementation, with a result in a reduction of exclusionary discipline. Our unduplicated student groups are currently experiencing higher rates of suspension and exclusionary discipline, and we expect this action will lead to increased time in the classroom and greater access to the curriculum.	$469,763.00	Yes
1.27	Peer Class	Peer Class (funding one-sixth of a teacher's salary) will be implemented to teach Low-Income students about conflict resolution and peer mentoring. This will develop leadership skills in the Low-Income student group to advocate and teach each other the importance of community support and communication when dealing with conflict resolution and SEL supports. It is expected that with increased support and engagement, our LI, FY, and EL students will experience increases in achievement as measured by CAASPP and our local iReady assessments.	$28,976.00	Yes
1.28	Home to School Transportation	Home to School transportation is principally directed to low income students to increase attendance rates and reduce chronic absenteeism.	$1,519,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.29	Contracts with Community-Based Organizations	These Community Based organizations complement each other's strengths in education and can help extend the reach, effectiveness, and access to educational services and parity of services received across our population. These groups will be able to perform Tier II interventions including running small groups at school sites around the district to support the social-emotional health of our unduplicated student group.	$10,000.00	Yes
1.30	Universal Screener with analytics specific to unduplicated students (Kelvin)	The Universal Screener administered to UUSD students enables district to gather analytics specific to our unduplicated students for the purpose of monitoring social emotional well being for specific subgroups of students to better understand their unique needs. With clarity in this understanding, we are better equipped to provide access to the appropriate both internal and external resources such as counseling, medical aid, meals, mental health, and other similar services.	$30,000.00	Yes
1.31	Retention of Hard to Fill Positions	UUSD will retain and fill positions such as nurses, occupational therapists, speech and language therapists in schools with high unduplicated student counts. These hard to fill positions disproportionately impact our most vulnerable students when positions remain vacant and with this action we anticipate to experience an increase in student safety data, a greater ability to meet health and social-emotional needs, and greater services for our unduplicated pupils.	$61,115.00	Yes
1.32	District Climate and Culture	The climate and culture team convenes members from all school sites (administrators, TOSAs, and teacher leaders) to engage in professional learning and implementation of practices related to PBIS, Restorative Practices, SEL, and anti-bullying to improve our data points that are related to climate and culture, for our unduplicated student groups. Members attend monthly meetings, conferences, and are supported in work by experts in PBIS and Restorative Practices.	$67,662.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We expect their support to lead to greater fidelity of implementation of both PBIS and Restorative Practices, with result in a reduction of exclusionary discipline. Our unduplicated student groups are currently experiencing higher rates of suspension and exclusionary discipline, and we expect this will lead to increased time in the classroom and greater access to education. Multiple school sites will receive full training in Restorative Practices, which will involve two full days of professional learning. The training will focus on building strong communities and relationships, so that our unduplicated student groups, staff, and families are equipped to build empathy and repair harm, thereby creating environments that promote safety and learning. Sites will be supported with anti-bullying resources, including professional learning in using restorative responses to eliminate bullying and repair harm in our elementary and secondary schools. This action was developed in response to our Dashboard Data, including chronic absenteeism and suspensions. This action, along with our metrics, will support the accomplishment of our goal and is principally directed toward our Low Income, Foster Youth, and English Learner student groups.		
1.33	District Nurse	UUSD will provide one additional district nurse to directly support the preventative and responsive health and wellness needs of our unduplicated student groups in our low income areas. It is expected that with this additional support for our LI and FY students, they will experience a decrease in their overall absentee rates and an increase in their academic performance as measured by CAASPP and our local iReady assessments.	$150,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.34	Health Corps. Program (Student Leadership Development)	The district will provide access to Health Corps Teens Make Health Happen, an interactive service learning program that focuses on developing teens' leadership skills via a project-based approach. Our secondary school will be serviced by this leadership development program by teaching health and wellness curriculum and supporting student-driven initiatives and projects. The targeted student groups for Health Corps.is FY, LI, and EL. We recognize that our unduplicated students have limited access to enrichment outside of the school day and this is one manner by which we expect to increase their engagement and connectedness to schools. We expect that by providing this service we will experience a decrease in their overall absentee rates and an increase in their academic performance as measured by CAASPP and our local iReady assessments.	$10,000.00	Yes
1.35	Farm to School Program Assistant	The district will provide a Farm to School Program Assistant to support the Farm to School team with the maintenance of school gardens and the planning and execution of garden clubs at Baldy View Elementary, Cabrillo Elementary, Citrus Elementary, Upland Elementary, Foothill Knolls STEM, Upland Jr. High, and Upland High School. These specific sites have the highest free, reduced-price lunch percentage, EL, FY, and LI students, will allow for deeper and more extensive programming. Regular upkeep and maintenance of the school garden increases site beautification, extended and rigorous learning opportunities, outdoor classroom space, and increases fresh garden grown fruits and vegetables in the cafeteria. The garden club curriculum that Farm to School uses is based on CA state standards, tailored to grade level goals, and is standardized across all sites to ensure equitable and inclusive practices. It is expected that by providing this support we will see an increase in engagement and school connectedness of our LI, FY, and EL students resulting in a decrease in their overall absentee rates and an increase in their academic performance as measured by CAASPP and our local iReady assessments.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.36	Randall Lewis Fellowship	The district will provide two fellows that will work on wellness and environmental education projects benefiting primarily our low income students. One of the fellows will analyze and review the current District Wellness Policy and complete a School Health Index for each site to provide a snapshot of each site's wellness initiatives and specific needs, focusing on our schools with high percentages of free and reduced-priced qualifying students. This fellow will provide recommendations and assistance with rewriting the district wellness policy to ensure that it is equitable and inclusive of the needs of all students. It is expected that by providing this support we will see an increase in engagement and school connectedness of our low income students resulting in a decrease in theri overall absentee rates and an increase in their academic performance as measured by CAASPP and our local iReady assessments.	$2,500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

UUSD worked to ensure that students were safe, connected, and engaged as evidenced by, a decrease in suspension and expulsion rates. We observed an increase in engagement as indicated by percentage of favorable responses in our perception data collected via surveys for families, students, and staff. Furthermore, extended support to families through an increase in referrals to resources through our request for assistance procedure, and referrals to counseling resources. Families took advantage of the support offered through Care Solace, and had increased opportunities for engagement at schools, and school leaders deployed supports to reconnect students and families who had become disengaged. Actions 01.1 through 01.22 (excluding 01.09, 01.17, 01.21, 01.22, as well as 01.23) contributed to the positive survey results and increased student engagement.

The COVID pandemic still posed a great barrier to some of the action items that we had initially planned to implement. We either partially implement or did not implement at all due to not being able to have families on site, especially during the times that we experienced a spike in the number of positive COVID cases. We did not support the Peer Mentoring class (Action 01.09) or the teacher salary for Peer Mentoring due to the restrictions placed on in-person events at the start of the year. We anticipate that we will be able to support this program next year as long as restrictions limiting interactions between students are not enacted again. Crisis Response Training--Prepare (Action 01.17) only available for in-person training and the COVID-19 shutdown impacted that. Family Training and Workshops Staffing (Actions 01.21 and 01.22) and the ability to hold in-person sessions limited the access to these workshops.Family Resource Center (Action 01.23) experienced a

change in leadership mid-year that resulted in slowing the process of fully implementing and providing the entire spectrum of resources that would normally have been made available to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As UUSD re-opened fully at the start of the 21-22 school year, due to Covid restrictions and protocols we were unable to successfully implement some of our action items including the attendance incentive program, as many families remained hesitant in bringing their children back to in-person instruction; Por La Vida, family SEL workshops, and community based contracts were also delayed to Covid restrictions. One of our programs was shifted to a virtual format thus minimizing the complexity and need for additional resources that would have been required for in-person engagements. Furthermore, community based contracts were not extended due to Covid restrictions and protocols. A shortage in substitutes impacted the districts ability to provided training and professional learning opportunities.

An explanation of how effective the specific actions were in making progress toward the goal.

In order to ensure students are safe, connected, and engaged UUSD implemented in the following actions:
Actions 1.1, 1.3, 1.4, 1.6, 1.7, 1.11, 1.12, 1.13, 1.15, 1.25, 1.26, 1.31, 1.33 included the funding of additional staff/personnel to support student needs.
The addition of two SEL counselors at UHS has provided 125 students for Individual counseling for 4-6 weeks sessions. There were 61 students who participated in Group counseling such as Anger management, Boys Council Group, Girls Circle Group, Living with Feelings Group and Girls in Real Life Group. 490 students first time/one-time check-ins/Check-outs in The Wellness Center this School year provided social and emotional support for our most impacted students.

HS Deans supported Upland High School in implementing Tier 1 PBIS supports as evidenced by Silver Status Recognition from California PBIS Coalition.

Actions 1.2, 1.4, 1.10, 1.12, 1.14, 1.15, 1.17, 1.18, 1.19, 1.27, and 1.29 include funding to support the SEL needs of students and their overall mental health.
Teachers on Special Assignment have supported the implementation of Wellness Centers, supported the development of a positive school climate and culture. Thirteen sites are eligible for PBIS silver or gold recognition, and one site is eligible for bronze.
Implementation of Tier 1 SEL curriculum is occurring, but not all schools have fully implemented it in all classes.
Agreements with external organizations and community resources are intended to provide additional support to our unduplicated pupils, especially our foster youth and low income students due to their limited access to such resources outside of the school day.

Actions 1.3, 1.5,1.8, 1.9, 1.16, 1.20, 1.21, 1.22, 1.23, 1.28, 1.30, and 1.32 includes funding to increase community engagement though the development of knowledge and awareness, including professional learning for our staff

While we expected to see a decrease in chronic absenteeism due to the challenges of COVID-19 these numbers increased, we saw a decrease in suspension and expulsion rates, an increase in engagement as indicated by percentage of favorable responses in our perception data collected via surveys for families, students and staff. UUSD observed an increase in referrals to resources through our request for assistance procedure, and referrals to counseling resources. Furthermore, the use of Kelvin allowed us to track feedback and quantitative data as it relates to the social-emotional and academic progress of our unduplicated pupils, allowing us to make decisions on relevant support and interventions.

Action 1.24 includes increased funding to provide transportation to events such as field trips and other events aimed at engaging our unduplicated pupils. Due to the effects of the pandemic in 2021-22, many of these types of events were either cancelled or postponed to the 2022-23 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Slight adjustments to these action titles and descriptions were made but the intent and focus of the actions did not change.
For Action 7, the district will provide for noon aides at each site. Noon-aides will work directly with students and support the schoolwide implementation of PBIS and restorative practices. The focus will be on building relationships and responding to behavioral needs with instructions, correction, and accountability. The expected outcome is that this will reduce office discipline referrals and the occurrences of exclusionary discipline for our unduplicated student groups.
For Action 9, funding for mentoring programs increased in order to provide for new curriculum.
For Action 15, Wellness Center personnel will be provided so that every school site is able to staff a wellness center.
For Action 25, funding has been allocated for TOSAs at elementary sites.
For Action 17, critical crisis response team training has been increased, as this was not available to be done in person. In-person training adds an additional cost.
For Action 19, the purchase of Digital Tier 1 SEL will facilitate the implementation and monitoring of direct instruction of SEL lessons to all students.
For Action 30, a student and family survey platform, Kelvin, will provide analytic data specific to targeted student groups related to wellness and school climate and culture.
For Action 31, we will retain hard to fill positions such as nurses, OTs, and SLPs in schools with higher unduplicated student counts.
For Action 33, an additional nurse will support our unduplicated population.
We have added three additional actions for 2022-23: 1.34, 1.35, and 1.36 to increase student engagement and promote healthier habits amongst our unduplicated pupils. We will gather this feedback from exit surveys of our students and families after Farm to School curriculum. This is as a result of data provided by San Bernardino County that shows higher rates of obesity and unhealthy lifestyle habits amongst low income students and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Ensure all scholars are academically prepared & empowered as evidenced by growth and proficiency on ELA and Math local and state assessments and increased performance on the English Learner progress indicator. To accomplish this goal, scholars will have access to a wide variety of curriculum and academic interventions and supports. Goal 2 will also provide professional learning opportunities for teachers, paraeducators, and administrators so they are equipped to support all scholars in an equal and equitable manner.

An explanation of why the LEA has developed this goal.

This goal provides all scholars (in particular English Learners, Foster Youth, and Low Income) the opportunity to become academically prepared and empowered, and able to pursue mastery in academic skills (literacy and numeracy) as evidenced by the data on performance levels achieved on local and state assessments. This aligns with the Upland Unified Board's priority to include scholars in an educational experience rooted in equity, growth, and mastery of essential learning, specifically in literacy and numeracy. Professional learning opportunities provided in Goal 2 will cultivate a culture among staff members that embrace data to drive a cycle of continuous improvement for scholar achievement. This will also ensure consistency in the best first instruction (standards, curriculum, assessment, differentiation, and evidenced-based practices) across all learning environments. These actions and metrics combined will create the outcomes we are hoping to achieve with this goal by allowing us to regularly evaluate the effectiveness of our actions based on data analysis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts Performance Levels (California Dashboard) (2019)	4.9 points above standard-Yellow-2019 (Previous year 3.8 above standard-Blue-2018) State Average-6 points below standard	CAASPP was not administered in 2020-21; students taking CAASPP ELA in May 2022. 10 points above standard (5.1 point increase)			8.2 points above standard-Yellow (3.3 points increase)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics Performance Levels (California Dashboard) (2019)	32.6 points below standard-Orange-2019 (Previous year 32.5 above standard-Orange-2018) State average-33.5 points below standard	CAASPP was not administered in 2020-21; students taking CAASPP ELA in May 2022. 20 points below standard (12.6 point increase)			26.3 points below standard-Yellow (6.3 points increase) 9.3 point increase yearly ...
English Learners Performance Levels (California Dashboard) (2019)	English Learner Total (860) 44% Making Progress towards English Language Proficiency on the ELPAC Current ELs-132.1 points below standard (Declined 24.6 points 2018) total-285 (2019) 57 ELs Reclassified in 2020-21	CAASPP was not administered in 2020-21; students taking CAASPP ELA in May 2022. iReady ELA data: 21% of ELs at or above grade level 28% of ELs near grade level 51% of ELs 2 grade levels below 50% of ELs making progress (6% increase) 100 points below standard (32.1 point increase) 84 ELs Reclassified in 2021-22			English Learner Total-(1000+) 60% Making Progress towards English Language Proficiency Current ELs-50 points below standard 100 ELs Reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady ELA (District Screener) (2021)	Reading, 2020/2021 Tier 1 - Green at 27% Tier 2 - Yellow at 49% Tier 3 (At Risk) - Red at 24% Progress to Annual Typical Growth - 53%	Reading, 2021/2022 Tier 1 - Green at 31% Tier 2 - Yellow at 30% Tier 3 (At Risk) - Red 39% Mid-Year on 12/17/21 Tier 1 - Green at 41% Tier 2 - Yellow at 30% Tier 3 (At Risk) - Red 30% Progress to Annual Typical Growth - 63%			Reading 65% of students will meet or exceed standard Progress to Annual Typical Growth - 75%
iReady Math (District Screener) (2022)	Math, 2020/2021 Tier 1 - Green at 13% Tier 2 - Yellow at 61% Tier 3 (At Risk) - Red at 26% Progress to Annual Typical Growth - 35%	Math, 2021/2022 Tier 1 - Green at 15% Tier 2 - Yellow at 47% Tier 3 (At Risk) - Red at 38% Mid-Year on 12/17/21 Math, 2021/2022 Tier 1 - Green at 29% Tier 2 - Yellow at 47% Tier 3 (At Risk) - Red at 24% Progress to Annual Typical Growth - 54%			Math 47% of students will meet or exceed standards Progress to Annual Typical Growth - 65%
EL Reclassification	Reclassified ELs- 9%	Reclassified ELs - 7%			Reclassified ELs - 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local evaluation tool used to inform the Access to Broad Course of Study Indicator on the CA School Dashboard including programs provided to unduplicated pupils and students with exceptional needs.	During the 2018-19 school year all UUSD students in grades K-6 were enrolled in the seven areas identified as a broad course of study during the school day. Some at-risk students and students receiving special education services at the secondary level had limited but increasing access to exploratory coursework as a result of additional supports/services.	During the 2020-21 school year all UUSD students in grades K-6 were enrolled in the seven areas identified as a broad course of study during the school day. Some at-risk students and students receiving special education services at the secondary level had limited but increasing access to exploratory coursework as a result of additional supports/services.			100% of students with access to a broad course of study
Local evaluation tool used to inform the Basics: Teachers, Instructional Materials, and Facilities Indicator on the CA School Dashboard	100% Appropriately assigned teachers 100% Student access to curriculum assigned instructional materials 100% Facilities in good repair	100% Appropriately assigned teachers 100% Student access to curriculum assigned instructional materials 100% Facilities in good repair			100% Appropriately assigned teachers 100% Student access to curriculum assigned instructional materials 100% Facilities in good repair
Local evaluation tool used to inform the Implementation of State Standards	In 2020-21 teachers rank the district as initial implementation in teaching state	In 2020-21 teachers rank the district as initial implementation in teaching state			Teachers rank the district's implementation in teaching state

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator on the CA School Dashboard, including how the programs and services will enable English Learners to access the CCSS and ELD standards	standards as measured by an internal survey provided to all teachers.	standards as measured by an internal survey provided to all teachers.			standards as measured by an internal survey provided to all teachers as fully implemented and sustainable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Math Support	In order to support our unduplicated pupils in grades 1-6 in numeracy skills to be proficient with the math standards, the district will offer at all ten elementary sites, an after-school math camp twice a year for 10 weeks each. We will add seven itinerant staff to work at our seven Title 1 elementary schools to support students in mathematics. The need is as a result of only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards. These new itinerant teachers will be part of the staff members to provide this tutoring and enrichment services to our EL, FY, and LI students. By providing these math support sessions, we expect the academic achievement level of our FY, LI, and EL students to increase as measured by CAASPP and our local iReady assessments.	$1,063,984.00	Yes
2.2	SPSA Programs for Unduplicated Student Support	The district will provide support to school sites with the implementation of their SPSA goals and actions. The SPSAs have all been aligned with the LCAP and the actions have been principally designed to support intervention and acceleration for our Low Income, Foster Youth, and English Learner Groups. Actions conducted at the sites include: staff will engage in professional learning around AVID and	$1,700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies to improve academic scores for our unduplicated students' groups, release time provided or teachers to attend professional development and collaborate with colleagues on effective implementation of SDAIE (Specially Designed Academic Instruction in English) strategies in the classroom, including Write from the Beginning and Thinking Maps, PBIS (Positive Behavior Intervention and Supports) to help support better academic and engagement data for our unduplicated student groups, SEL (social-emotional learning) and character-building to strengthen climate and culture and improve engagement and discipline data for our unduplicated student groups, after school academic support will be offered to identified struggling English Learners, including additional language support, increase College and Career Readiness rates by focusing on: pathways and articulating with junior highs, counselor training to effectively track students on track for A-G completion; intervene as needed, AP placement and exam pass rates, and increase participation in dual enrollment opportunities with Chaffey College, all principally directed to our unduplicated student groups. Sites using these funds must undergo an approval process and demonstrate need and outcomes specific for LI, FY, and EL students.		
2.3	Supplemental Reading Material for Site Libraries	The district will provide $7 per unduplicated pupil for site libraries to increase access to culturally relevant literature to increase student engagement and academic achievement of our LI, FY, and EL students. The literature to be provided will be supplemental to what already exists in our library inventories. By providing this support, we expect to see an increase in achievement of our LI, FY, and EL students as measured by our ELA scores on CAASSPP and our local iReady assessments/diagnostics.	$72,800.00	Yes
2.4	Academic Leads	The district will provide academic leads for grade levels (primary) and content areas (secondary) to support teachers with the best first instruction, learning communities, and assessment data integration.	$247,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is principally designed to support academic achievement for our Low Income, Foster Youth and English Learners, in that they are not as successfully engaging with the curriculum and the total student population as indicated on Dashboard Data. Teachers need support in using their data to determine in class interventions and supports for our unduplicated student groups. The purpose of this action is to increase the effectiveness of first-instruction for unduplicated pupils, with the expectation of increasing their academic achievement as measured by their performance on both the CAASPP and iReady diagnostic assessments administered three times per year.		
2.5	Dual Language Immersion Program	The district opened one Dual Language Immersion program targeting Kindergarten scholars at one elementary site to support ELA growth and English learner performance by increasing scholar vocabulary, comprehension, and content. By providing instruction in both English and Spanish, our targeted EL students are expected to make growth as measured on the CAASPP and iReady diagnostic assessments administered three times per year.	$40,500.00	Yes
2.6	Universal Design For Learning	The district will provide training to classified and certificated staff on Universal Design for Learning in order to make the curriculum accessible to our Low Income, Foster Youth and English Learner students groups and support their academic achievement.	$20,000.00	Yes
2.7	Data, Assessment, and Accountability Personnel	The district will provide full time Director of Data, Assessment, and Accountability to initiate, present, and monitor district-wide assessments, including State Testing, i-Ready, Gifted and Talented Education, as well as other internal assessment tools. The director will support the district office and sites by providing data for analysis on our unduplicated student groups' progress and support, training, and next steps planning for their achievement. This is to ensure that we are making data-based decisions for the improvement of academic	$288,326.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement for unduplicated student groups. This was principally designed to support the achievement of our unduplicated student groups. The district will also provide a full time Director's Assistant to support the Director in the Curriculum, Instruction, and Assessment Department with clerical items such as budgets, data entry, fiscal entries, and reports to support accurate decision making, so we are able to ensure that data-based decisions are used to improve academic achievement for our unduplicated student groups. This assistant will also be responsible to aid in the gathering of data and reports to ensure that sites have readily available data as to the academic and engagement progress of our LI, FY, and EL students.		
2.8	Literacy Online Programs and Supports	The district will provide ebooks and audiobooks on SORA (an electronic platform for checking out ebooks) to support multi-modality learning and access to non-fiction and fiction classroom literacy titles, in order to improve ELA scores for our unduplicated student groups. This action was principally designed to support our Low Income and English Learner student groups.	$10,000.00	Yes
2.9	Destiny (Library Program)	The district will purchase a library management system (Destiny) to assure equitable access for our unduplicated student groups to textbooks and circulation books. Currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils.	$30,000.00	Yes
2.10	Library Personnel	The district will provide 9 Library Technicians in order to support metric ELA growth and English Learner performance at all sites TK-12. This will allow increased access to literacy materials for reading, research, and literacy exploration.	$699,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will also reclassify the high school librarian to a district librarian in order to support metric ELA growth for English Learner performance at all sites TK-12, by ensuring accountability and availability of materials for reading, research, and literacy exploration.		
2.11	Database Systems Supervisor	The district will hire a new data analyst to update, monitor, and review our Aeries Student Information System (SIS), as well as our California Longitudinal Pupil Achievement Data System (CALPADS) with a focus on audits and error reports for both systems. This position has a focus on increasing our monitoring of data for our unduplicated student groups, to ensure that we are making data-based decisions that will bridge achievement gaps. Analysis of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards. This hiring is principally directed towards providing support to our sites to be able to provide more robust academic support to our LI, FY, and EL students. We expect an increase in academic achievement of our LI, FY, and EL students as measured by CAASPP and our local iReady assessments.	$124,091.00	Yes
2.12	Aeries Program Consultant	The district will hire a consultant to review our current Aeries set-up, making recommended changes to our Aeries configurations and Data entry processes in order to support clean data, especially as it relates to alignment with CALPADS for our LI, FY, and EL students. This is essential for monitoring the progress and achievement of our unduplicated student groups. Analysis of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income	$12,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards. By providing this position to target data for our LI, FY, and EL students, we expect to be able to provide more targeted support and as a result, an increase in academic achievement of our LI, FY, and EL students as measured by CAASPP and our local iReady assessments.		
2.13	Elementary VAPA Personnel and Supplies	The district will provide elementary 2 music teachers and 10 consultants to ensure our unduplicated student groups have the opportunity to explore the Visual and Performing Arts. This ensures the unduplicated student groups have access to a broad curriculum of study. This action is principally designed to meet the needs of our Low Income, Foster Youth, and English Learner student groups. Funds will provide supplies for the students.	$283,629.34	Yes
2.14	K-12 Music Budget	The district will support the elementary music program (choral and band) to ensure our unduplicated student groups have the opportunity to explore the scope of choral and band. This ensures the unduplicated student groups have access to a broad curriculum of study. This action is principally designed to meet the needs of our Low Income, Foster Youth, and English Learner student groups. Funds will provide supplies and personnel to support student engagement in music.	$95,000.00	Yes
2.15	Academic Team/Committee Meetings	The district will provide scholar enrichment opportunities and staff collaboration opportunities to support engagement and academic success for our unduplicated student groups. (VAPA, STEAM, Library, Reading Specialist, TOSA, Science Fair, Spelling Bee, History Day) We will intentionally reach out to our unduplicated student groups to encourage and invite their participation	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	Summer School (High School)	The district will support summer school at the high school for our Low Income, Foster Youth, and English Learner students groups to allow for credit recovery opportunities so that our unduplicated student groups can remain on track for graduation.	$250,000.00	Yes
2.17	APEX Online Curriculum	The district will purchase APEX, an online learning curriculum, for secondary students accessing home school services who need to have credit recovery. This action is principally directed to our unduplicated student groups to ensure that they have access to a core standards-based curriculum in all content areas. This program is also utilized for our unduplicated students to earn credit recovery so they can graduate A-G compliant.	$42,074.00	Yes
2.18	Curriculum and Instruction Personnel	The Director Curriculum and Instruction will support sites with Professional Learning, adopted curriculum, and instructional practices. 30% of this position is funded by LCAP and 70% is funded by Title II. The director will specialize in the development and implementation of instructional strategies to support our LI, FY, and EL students. The secretary for the Director of Curriculum and Instruction will support the Director of Curriculum and Instruction clerical items such as budgets, data entry, fiscal entries, and reports to support accurate decision making, so we are able to ensure that data-based decisions are used to improve academic achievement for our unduplicated student groups. 30% of this position is funded by LCAP and 70% is funded by Title II. This action is to address a need after an analysis of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards.	$87,726.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By providing this personnel support we expect an increase in academic achievement of our LI, FY, and EL students as measured by CAASPP and our local iReady assessments.		
2.19	Discovery Education	The district will provide Discovery Education supplemental curriculum for grades TK-8 that provides enrichment lessons. This action was primarily focused on our Low Income student group, many of whom have limited access to such enrichment activities outside of their school environment. By providing access to these types of academic enrichment activities and experiences for our LI students, we expect an increase in academic achievement of our LI, FY, and EL students as measured by CAASPP and our local iReady assessments.	$33,000.00	Yes
2.20	High School Assessment and Intervention	The district will administer a universal screener to monitor our Low Income, Foster Youth, and English Learner student groups and their academic achievement in ELA and math. This data is necessary in order to make data-based decisions for our unduplicated student groups.	$323,682.00	Yes
2.21	Assessment Platforms	The district will provide a platform to centrally locate, or storing/viewing formal scholar assessment scores (state testing, English Learner scores, etc.) and teacher-created tests. These assessment platforms are intended to facilitate our monitoring process for our LI, FY, and EL students to be able to provide much more timely support and interventions as appropriate. By providing these platforms, we expect an increase in academic achievement of our LI, FY, and EL students as measured by CAASPP and our local iReady assessments.	$75,000.00	Yes
2.22	Student Information System and Infrastructure	The district will provide a student information system to store scholar data including demographics, site scheduling, academic results, and support information. This action is to address a need after an analysis	$195,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards. As a result of this action, the district will be able to respond to the needs of our unduplicated pupils much more timely. Furthermore we expect to experience an increase in academic achievement of our LI, FY, and EL students as measured by CAASPP and our local iReady assessments.		
2.23	World Language Materials	The district will provide World Language supplemental workbooks to support the core curriculum for scholars learning a world language, supporting access to A-G course credits. Our socio-economically disadvantaged students are in the red zone in the CCI indicator in the CA Dashboard, where as the overall school is in the orange; this action is one manner to address their needs and as a result is directed toward our Low Income students who need the enrichment material in order to access the full content of the language they are learning.	$13,000.00	Yes
2.24	College Interns	The district will provide interns (4 for Ed Services) to support equitable services in the areas of curriculum, instruction, and assessment. This action was principally directed toward our unduplicated student groups, ensuring we have accurate information and reports to make decisions to bridge the achievement gap.	$45,000.00	Yes
2.25	Junior High Elective Teachers	The district will add one choir teacher and one Spanish teacher at the Jr High level so each of the two schools has their own, full time, choir and Spanish teachers. These two new teachers will be placed at our Title I junior high school that currently services over 80% low income students. This action will provide greater access to both choral and World Language curriculum for our low income students.	$289,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.26	NGSS Lab Materials	The district will provide supplemental lab materials above the base program for Science to provide kinesthetic and tactile learning experiences for our Low Income, English Learner and Foster Youth student groups, so they can practice the application of science standards grades TK-12. This action is principally directed to our unduplicated students groups to ensure that they have access to the application of concepts.	$50,000.00	Yes
2.27	Professional Learning for Substitutes	The district will provide ongoing professional learning for substitute teachers focused on best practices to ensure the focus of instructional practices on state standards, lesson planning, and student engagement, for our unduplicated student groups. In order to bridge the achievement gaps, our Low Income, Foster Youth and English Learners deserve quality instruction every day.	$5,000.00	Yes
2.28	Professional Conferences	District certificated and classified staff will attend conferences to support the use of technology in the classroom and throughout the district. This will enable staff to engage Low Income, Foster Youth, and English Learner students with technology, and pull data reports to ensure that our actions are bridging the gap for our unduplicated student groups. For example: CUE, ISTE, Aeries, CAG, CABE, MTSS	$229,708.00	Yes
2.29	Google Certification	Selected certificated teaching staff will complete google certification to promote successful integration of technology to assist with differentiation, universal design of learning strategies for unduplicated student groups to support ELA and Mathematics academic growth.	$2,000.00	Yes
2.30	Professional Learning Days	The district will provide three full days of professional learning for all certificated and classified staff. Professional learning focuses on district best practices, outside consultive support, with community	$2,523,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partners to increase our Low-Income student group academic progress.		
2.31	New Teacher Academy	The district will provide professional learning for new certificated teachers and staff, including onboarding and ongoing support, to explore scholar-centered instructional practices, principally designed to ensure access to content for our unduplicated student groups.	$10,026.00	Yes
2.32	Center for Teacher Induction	The district will provide professional learning opportunities for teachers clearing preliminary teaching credentials to improve teaching skills, with a focus on cultivating high-quality educational environments for our Low Income, Foster Youth and English Learner student groups using the inquiry cycle of reflection and planning. This action is to address a need after an analysis of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards.	$224,860.00	Yes
2.33	Professional Learning and conferences for Teachers on Special Assignment	The district will ensure training for the district TOSAs on research based instructional strategies that bridge the achievement gap for our unduplicated student groups. The TOSAs will then coach and train certificated staff on these strategies to improve outcomes for Low Income, Foster Youth and English Learner student groups.	$20,000.00	Yes
2.34	Teacher on Special Assignment	The district has four teachers on a special assignment who work with school sites. TOSAs provide support and collaboration for certificated and classified staff to promote best first instructional strategies, universal design of learning, and literacy support to increase scholar	$391,762.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement for our Low Income, Foster Youth and English Learner populations.		
2.35	Grade Level Collaboration	The district will facilitate certificated teacher collaboration to develop and support strong content-based grade-level instruction to deliver to our unduplicated student groups. This is a research based strategy to bridge the academic achievement gap.	$185,000.00	Yes
2.36	Core Subject Professional Learning	The district will provide training to secondary core content teachers in their new textbook adoption. This will ensure that our Low Income, Foster Youth, and English Learner students are receiving the full educational benefit of the standards-aligned texts, in order to support higher academic achievement for our unduplicated student groups. This action is to address a need after an analysis of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards. As a result of this professional learning, we expect to experience an increase in academic achievement of our LI, FY, and EL students as measured by CAASPP and our local iReady assessments.	$215,855.00	Yes
2.37	24/7 Online Tutoring Services	The district will provide this 24/7 tutoring service in the primary language as a support for our English Learner students in their academic classes. This will result and higher achievement in content area classes.	$90,000.00	Yes
2.38	Equity and Access Personnel	The Director of Equity and Access will support schools sites, staff and district staff to engage and support low income, foster youth, and	$115,546.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learner students with instructional strategies, data and ongoing training to ensure that we are bridging the gap for unduplicated student groups. 40% of this position is funded by LCAP and 60% is funded by Title I. The secretary for the Director of Curriculum and Instruction will support the Director of Curriculum and Instruction clerical items such as budgets, data entry, fiscal entries, and reports to support accurate decision making, so we are able to ensure that data-based decisions are used to improve academic achievement for our unduplicated student groups. 40% of this position is funded by LCAP and 60% is funded by Title I.		
2.39	0.5 FTE Paraeducator for EL intervention support	The district will fund 50% of the salary for paraeducator at Pepper Tree for ELA intervention supports primarily for the school's English Learners. One-quarter of EL students at the school are two grade-level below in ELA compared to only 6% of the general population. Additionally, only 48% of ELs are at or above grade level, compared to 75% of non-ELs. By providing this support, We expect an increase in academic achievement of the school's EL students as measured by CAASPP, ELPAC, and our local iReady assessments.	$21,041.00	Yes
2.40	Professional learning for EL support, including ELD implementation	The district will provide targeted professional learning led by our EL TOSA focused on EL progress monitoring, EL instructional strategies, and ELD implementation (both integrated and designated). This will also cover any supplemental materials that may be required to deliver effective training for both certificated and classified staff. It is our expectation that our EL students will experience an increase in achievement as measured by ELPAC, CAASPP, and out local iReady assessments.	$60,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the lack of substitutes, we were not able to provide professional learning, including Universal Design for Learning, during the school day as was originally planned. This also includes funding allocated to allow for teacher collaboration during the school day. One manner by which we were able to work around this issue was by providing voluntary paid training session after work hours on Tuesdays. Although the turnout was not the same as it would have been during the schools day, it still allowed teachers opportunities to participate in professional learning activities. Conferences that we planned on sending teams of teachers and administrators were either cancelled or held virtually, which significantly reduced the amount of funding actually utilized for this purpose. We had allocated $10,000 to train our substitute teachers, but as a result of the pandemic, we experienced a vast shortage of subs and as a result, spent only a small fraction of our intended allocation. Some of the support for DLI teachers required substitute teachers and as a result, we were not able to provide release time to allow them to visit other DLI schools in surrounding districts. We were able to visit one such school in San Bernardino later in the year, when the shortage of substitutes did not have as a great an impact as it did mid-year.

Despite the challenges created by the pandemic, we did experience some successes in 2020-21. Action 02.02 provided LCAP funding allocated to each of our fourteen sites allowing them to continue providing direct services to our unduplicated pupils; some of these services include after school enrichment in the arts and other academic areas, access to online resources, social-emotional support and related resources, and academic intervention opportunities (including online 24/7 tutoring services for EL students). Another great success was our Summer Bridge Program for elementary students at our seven Title I elementary sites.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Due to the lack of substitutes, we were not able to provide professional learning, including Universal Design for Learning, during the school day as was originally planned. This also includes funding allocated to allow for teacher collaboration during the school day. One manner by which we were able to work around this issue was by providing voluntary paid training session after work hours on Tuesdays. Although the turnout was not the same as it would have been during the schools day, it still allowed teachers opportunities to participate in professional learning activities. Conferences that we planned on sending teams of teachers and administrators were either cancelled or helpd virtually, which significantly reduced the amount of funding actually utilized for this purpose. We had allocated $10,000 to train our substitute teachers, but as a result of the pandemic, we experienced a vast shortage of subs and as a result, spent only a small fraction of our intended allocation. To fully implement our elementary VAPA program, we required the hiring of two choir consultants to provide choral instruction to K-6 students; however, we were not able to fill the positions despite various recruiting efforts. The Data Analyst was not hired during the 2021/22 school year, but has been added once again to our 2022/23 LCAP with full-expectation that we fill this position over the summer of 2022.

An explanation of how effective the specific actions were in making progress toward the goal.

02.01 Literacy TOSA: Due to minimum opportunities for staff to participate in more robust professional learning opportunities, our Literacy TOSA was still able to provide in-classroom support and lead after school learning sessions
02.02 SPSA Programs for Unduplicated Student Support: Site allocation of LCAP funds to each of our fourteen sites allowed the respective leadership and staff to continue to provide both academic and social-emotional support to students. Although this may have been mitigated due to the pandemic, we still experienced some positive implementation strategies including interventions during the school day, enrichment opportunities after school focused on the arts, athletics, and interventions.
02.04 Academic Leads and 02.15 Academic Team/Committee After School Meetings: Providing academic leads at each site allowed for more immediate staff support around instruction, which proved to be very valuable through the impact of the pandemic.
02.05 DLI curriculum, training, and support: Our dual language immersion (DLI) academy at Baldy View was successfully implemented this year and we are on track to retain 96% of our students for next year; our enrollment for 2022-23 is already at capacity.
02.06 UDL professional development: Professional Learning has allowed teachers to collaborate around curriculum, standards, assessment, differentiation and best practices. The effectiveness the professional learning is shown with the growth in both ELA and Math in the iReady scores. In addition, perception data after each professional learning sessions shows the majority (80%) of teachers are able to implement what they learned in the next few weeks and they found the sessions built their capacity, community or capacity (94%). Although these offerings were limited as a result of the COVID pandemic, we still experienced some positive results.
02.07 Director of Data, Assessment & Accountability Assistant, 02.11 Data Analyst, and 02.12 Aeries Program Consultant: These actions provided ongoing data to sites along with relevant strategies to allow for more effective progress monitoring of our unduplicated pupils with more timely support.
02.08 Literacy Programs and Supports (ebooks and audiobooks on SORA), 02.09 Destiny (Library Program, Follett), and 02.10 Library Technicians FTEs and extra salary for district librarian: Especially during the pandemic when we experienced increased student absentee rates, these actions contributed to providing engaging reading material to students.
02.13 VAPA: To assist in re-engaging our students, we implemented an elementary VAPA program rotating between visual arts, theater, and dance. The effectiveness of this led to expanding the program to include enrichment opportunities both after school on Saturdays during the third trimester. As a result, we will offer additional enrichment opportunities beginning with the first trimester with the intention of providing them year round.
02.14 Classroom Learning Opportunities: Due to the pandemic this action was not fully implemented and the decision was made to discontinue this action in 2022-23.
02.16 Summer School (High School) teachers, nurse and counselor
02.17 APEX Online Curriculum, 02.18 Secondary Writing Curriculum (No Red Ink), and 02.19 Discovery Ed: These supplemental curricula provided students with enrichment and intervention opportunities during a time when we experienced an increase in absentee rates. The feedback received from staff members was positive we will consinte with these in 2022-23
02.20 iReady, 02.21 Assessment Platforms (Edulastic; ESGI; NNAT3), and 02.22 Aeries: We continue to train our site and district staff to utilize our student information system, 3rd party assessment programs, and data learning platforms to store, monitor and utilize student data to increase student outcomes.
02.23 World Language Materials and 02.26 Lab Materials for Science: To increase academic engagement, additional materials were needed for World Languages and science.

02.24 College Interns: This action proved to be successful as our college interns were useful in taking care of many time-heavy tasks, which allowed the district office to be more efficient.
02.27 Training for subs: Because we had a vast shortage of subs in 2021-22 we utilized only a fraction of the finding we initially allocated to this action item; regardless, with an expectation that we will experience a minimal impact from COVID in 2022-23, we will continue with this action.
02.28 Tech Conferences (CUE, ISTE, Aeries): Conferences remained extremely limited in 2021-22 as a result of the pandemic so we had minimal participation; we expect more conference opportunities in 2022-23 for our personnel.
02.29 Google Certification Test Expense: Having transitioned to more online learning platforms as a result of distance learning, we experienced a need to allow more of our staff members to earn Google certification to increase our overall effectiveness with managing and promoting student learning.
02.30 Professional Learning: Professional Learning has allowed teachers to collaborate around curriculum, standards, assessment, differentiation and best practices. The effectiveness the professional learning is shown with the growth in both ELA and Math in the iReady scores. In addition, perception data after each professional learning sessions shows the majority (80%) of teachers are able to implement what they learned in the next few weeks and they found the sessions built their capacity, community or capacity (94%). Although these offerings were limited as a result of the COVID pandemic, we still experienced some positive results.
02.31 New Teacher Academy and 02.32 Center for Teacher Induction (CTI): In 2021-22 we were still able to hire new teachers that required training and induction opportunities; we will continue with this action in 2022-23.
02.33 TOSA Professional Learning and conferences (UDL; Tiered Support): This minimized due to the impact of the pandemic, but we will continue this action in 2022-23 as we expect minimal impact when compared to the previous three years.
02.34 Teacher on Special Assignment: Teachers on Special Assignment have effectively supported intervention programs for ELA and Math as evidenced by the growth in both ELA and Math in iReady scores.
02.35 Grade Level Collaboration and 02.36 Core Subject Professional Learning: These two actions provided internal peer supports for our teachers after school, requiring time carding for those who participated.
02.37 Paper Tutoring (24/7 online): This proved to be a valuable resource, but due to discovering a comparable service for a significantly lower investment, we will discontinue Paper Tutoring in 2022-23, but will continue providing 24/7 online tutoring access via Tutor.com.
02.38 Access & Equity Director and Secretary: In 2021-22 the Director of Equity and Access was fully-funded with LCAP funds and was active in providing support to all 14 sites, but primary focus was on our nine Title I schools. Support was provided to both school and district staff to engage and support low income, foster youth, and English Learner students with instructional strategies, data and ongoing training to ensure that we are bridging the gap for unduplicated student groups. Effectiveness of this position is partly determined by qualitative data provided by the site administration and other personnel, as well as by the increase in our reclassification rates of our English Learners from the previous year.

As a result of feedback received from our educational partners and school community, as well as our 2021-22 analysis of our goals and actions, it was determined that we would eliminate some actions and add additional ones (for a total of 40) for 2022-23 to increase services for our unduplicated pupils.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the input from both staff and the community we have revised several categories. We will expand instructional supports to include both enrichment opportunities for students as well as increased literacy supports for our struggling readers. We will increase learning opportunities for our staff by implementing an online professional development system, as evidenced by action 02.08. We have also increased our online tutoring services and supports for our students at home by changing vendors that will provide a comparable service for 24 hour online tutoring services for students as indicated in goal 2 action 37. Goal 2 action 37 will provide an additional coordinator to provide support for new certificated staff members (mainly teachers) to ensure they experience a positive and professional onboarding to the district. Realizing a need to maintain a paraeducator at Pepper Tree Elementary to provide intensive literacy support to EL students, we will be covering 50% of that position's salary and benefits as indicated in Goal 2 Action 39. Additionally, a need to provide low income students at Upland Junior High School increased access to both choral and World Languages curriculum, Goal 2 Action 25 will provide the school with a full-time choir teacher and a full-time Spanish teacher. We have also added Action 40 to address the needs of our English Learner population by providing extended opportunities for our staff to participate in professional learning around meeting the needs of ELs as well as implementation of ELD strategies across the curriculum.

To measure the effectiveness of these actions we will analyze our end of year iReady assessments in ELA and math, and because we were able to administer the CAASPP in 2021-22 for the first time since 2019, we will also use these results as a metric. Additionally, to determine the effectiveness of our EL actions, we will utilize overall reclassification rates, growth on ELPAC, and progress made towards English proficiency as reported on the CA Dashboard.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Ensure that all scholars are College and Career equipped. Evidence that scholars are graduating college and career-equipped will be identifiable by increases in the graduation rate and college and career indicators, as identified on the California School Dashboard for Upland Unified School District. To accomplish this goal, scholars will have access to a wide variety of supports, programs, technology, and enrichment opportunities to ensure they are college and career-equipped. Our district has a commitment to build, maintain, and strengthen the delivery of high-quality Career Technical Education (CTE) programs in 6 industry sectors and 9 pathways, including priority and auxiliary industry sectors as defined by the Inland Empire/Desert Regional Consortium's Strong Workforce Program Regional Plan, by providing FTE and supporting our JPA ROP, Baldy View Regional Occupational Program at each high school.

An explanation of why the LEA has developed this goal.

Based on community partner input and the California School Dashboard Indicators, Goal 3 aligns with the Upland Unified School District Board priority to develop a relevant and unique identity at the district, school, and individual level. Goal 3 provides the support necessary for all scholars to have equal and equitable access to CTE Career Pathways, Advanced Placement courses, college credit courses, and A-G completion opportunities. Goal 3 will assure that all of our scholars meet the expectations of Upland's Portrait of a Graduate - Determined to gain life-long academic knowledge and skills; Ready for a variety of college and career options; Independent with a strong work ethic, self-agency, and civic responsibility; Visionary with dreams and aspirations to make a positive impact on the world; Engaged in personal well being and positive, safe and healthy interpersonal relationships that value inclusion, diversity, and equity. We believe that these actions and metrics together will help us achieve this goal by allowing us to monitor and review the data on a regular basis to measure the impact of our actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UUSD Overall Graduation Rate	In 2019-2020 Overall - 95.5% EL - 90% Socio-Economically Disadvantaged-95.3%	In 2020-2021 Overall - 93.2% EL - 88.9% Socio-Economically Disadvantaged-92.2%			Overall - 96.5% with at least a 2% increase for our EL and Socio-Economically Disadvantaged Groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	In 2019-2020 Overall - 58.0% EL - 85.7% Socio-Economically Disadvantaged- 90.5%	In 2020-2021 Overall - 47.2% EL - 19.0% Socio-Economically Disadvantaged- 42.2%			Overall - 60% with at least a 2% increase for our unduplicated student groups below our baseline overall percent.
CTE Pathway Completion Indicator (2020)	In 2019-2020 Overall - 12.0% EL - 0% Socio-Economically Disadvantaged- 12.3%	In 2020 -2021 Overall - 10.5% EL - 14.3% Socio-Economically Disadvantaged- 10.3%			Overall - 20% with at least.a 6% increase in all unduplicated student groups below our baseline percent.
Advanced Placement Indicator (score of 3 or higher on 2 AP exams) (2020)	In 2020 Overall 37.1% EL - 12.5% Socio-Economically Disadvantaged- 28.8%	In 2020 -2021 Overall - 17.2% EL - 1.9% Socio-Economically Disadvantaged- 13.1%			Overall - 40% with at least a 3% increase in all unduplicated student groups below our baseline percent.
College Credit Course Indicator (2020)	In 2020 This Overall 0.2% EL - 0% Socio-Economically Disadvantaged- 0.5%	In 2020 -2021 Overall - 0.1% EL - 0% Socio-Economically Disadvantaged- 0%			Overall - 18% EL - 18% SED - 18%
Participation and demonstration of college preparedness according to the	In 2019, 41% of students taking the CAASPP were	In 2019, 41% of students taking the CAASPP were			Overall - 60% EL - 60% SED - 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Indicator on the California Dashboard	prepared for College and Career	prepared for College and Career			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	AVID	The district will promote and increase AVID participation for AVID school sites through teacher training such as AVID Summer Institute, AVID tutoring services, district oversight, AVID student recruiting, and AVID district and site meetings. These services are principally designed for our Low Income, Foster Youth and English Learner student groups, to help bridge the achievement gap.	$939,157.00	Yes
3.2	College Campus Tours	The district will provide transportation for field trips to local colleges, and access to virtual field trips to enable our unduplicated student groups the opportunity to tour potential locations to continue their education. We recognize that LI, FY, and EL students historically have limited access to exposure to post-secondary educational opportunities. As a result of this action along with other strategies, we expect to see an increase in our college-going rates for our LI, FY, and EL students.	$40,088.00	Yes
3.3	AP Testing For Low Income Students	All high school students identified as Low Income, will have their AP tests sponsored by the district, to ensure that these students have the opportunity to take the AP tests.	$50,000.00	Yes
3.4	Computer Technicians	The district will provide IT technicians to support technology infrastructure and integration to support teaching and learning. This will ensure that our unduplicated student groups have access to	$397,051.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology in all of their classes and at all grade levels. This is principally directed towards our unduplicated student groups.		
3.5	Future Ready Family	The district will provide training for families focusing on college and career preparedness and awareness. Through family webinars and virtual trips, families will increase their understanding of available schools and financial support. This will increase the likelihood that families of our unduplicated student groups will support post-secondary education. This action was principally designed for our Low Income, Foster Youth and English Learner student groups.	$1,000.00	Yes
3.6	Project Lead the Way Partnership	The district will partner with Project Lead the Way (PLTW) to support and enhance student learning experiences in Engineering, Science and Computer Science engaging our unduplicated student groups in real-world challenges helping them to become better collaborators and thinkers, and to see themselves in STEM careers. This action was principally designed for our Low Income, Foster Youth and English Learner student groups.	$12,500.00	Yes
3.7	Academic Competitions	The district will provide access for all schools to register in academic competitions including but not limited to History Day, Science Fair, Academic Decathlon, and various STEM competitions. These competitions will expose our unduplicated student groups to collegiate-level work and will provide an effective academic enrichment opportunity for unduplicated students to compete as individuals and as team members.	$35,000.00	Yes
3.8	Visual and Performing Arts (VAPA) & Science, Technology, Engineering, Arts,	The district will provide the elementary and junior high schools necessary supports to enhance their after-school VAPA (Visual and Performing Arts) programs and STEAM (Science, Technology, Engineering, Arts, and Math) programs. LI, FY, and EL students will have priority in being able to participate in these enrichment	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Math (STEAM) enrichment	opportunities. As a result of this action, we expect to see an increase in the academic achievement of LI, FY, and EL students as measured by CAASPP and our local iReady assessments.		
3.9	Family Training and Supports for College and Careers	The district will provide information and training to high school families in order to facilitate a greater understanding of student graduation requirements, general college entrance parameters, and computer-based college applications. We recognize that families of LI, FY, and EL students have limited access to these types of resources, consequently, this action is primarily directed at our LI, FY, and EL students. As a result of this action along with other strategies, we expect to see an increase in our college-going rates for our LI, FY, and EL students.	$10,000.00	Yes
3.10	PSAT	In order to prepare all students for the SAT in their junior & senior years the district will implement the PSAT for all sophomores. Taking the PSAT will not only prepare for the SAT but the scores are used for National Merit Scholars and award merit scholarships. We recognize that LI, FY, and EL students have much lower means for their families to pay the fees necessary to take the PSAT, as a result, we decided there was a need to remove that barrier from them to taking the PSAT. Consequently, it was decided that this would also benefit all students.	$40,000.00	Yes
3.11	High School Transitional Honors Boot Camp	The district will provide our unduplicated students transitioning from 8th to 9th grade the opportunity to attend Honors Boot Camp. Honors Boot Camp will assist in preparing the students for the next year in their education.	$8,147.00	Yes
3.12	Articulation of UUSD Pathways Internal	Teachers from Upland High School, Hillside High School, Upland Junior High, Pioneer Junior, & Foothill Knolls Stem Academy of Innovation will meet at least three times per year to articulate the pathways offered at the schools and expand Fusion Fest. This will	$2,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide an aligned program for our unduplicated student groups, encouraging increased enrollment in career paths.		
3.13	Articulation of Pathways with Community Colleges	The district will increase the number of opportunities provided to Upland and Hillside High School unduplicated student groups and will have open communications with the community colleges ensuring that articulation agreements are current, accurate, and registered. This will allow the unduplicated student groups to earn college credit while enrolled in high school. This action is principally directed at engaging our LI, FY, and EL students, with the expectation that we experience an increase in their post-secondary education endeavors.	$2,500.00	Yes
3.14	District Technology Learning Programs	To enhance the teaching/learning environment throughout the district, UUSD will invest in district-level programs for implementation such as Pear Deck, Screencastify, Seesaw, Kami, Edpuzzle, and Amplified IT. This will increase engagement for our unduplicated student groups.	$130,000.00	Yes
3.15	Educational Tech TOSAs	The district will provide technological support from both a district and site-based level; integrating support, coaching, and direction for technology programs and to the individuals providing added support at the 14 sites. This will increase the interaction for our unduplicated student groups with technology based lessons, which will increase engagement. 1FT + .2	$46,937.00	Yes
3.16	Senior Walk	The district will provide our high school seniors transportation and resources to visit the elementary schools in an effort to inspire elementary students to continue their education through high school and beyond. We recognize that LI, FY, and EL students have traditionally experienced lower achievement levels than their counterparts and this action is intended to motivate them to continue pursuing their academic goals.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.17	Technology Support and Training	The district will provide the families of our unduplicated student groups with Family Technology & Curriculum Support/Training, creating the opportunity for digital equity for unduplicated student groups and families. Training all educators and families to integrate digital tools in their classrooms and allowing for support at home for our unduplicated student groups, as well as providing devices and other hardware. We recognize that our unduplicated student groups may have limited access to technology at home to be able to access resources made available by their teachers for enrichment opportunities outside of the school day. As a result of this action along with other strategies, we expect to see an increase in academic achievement of our unduplicated pupils as measured by CAASPP and our local iReady assessments.	$1,179,544.00	Yes
3.18	Director of Communications	The district will utilize a Director of Communications to support the marketing of our pathways, programs, and individualized school identities to social media accounts across the district. This position will be responsible for ensuring that the unduplicated student groups and families have access to the most current information about our district and sites. This need was identified via the latest CA Dashboard College/Career Indicator data that shows our EL and Socio-economically Disadvantaged pupils are in the red zone, compared to the overall student population that is in the orange zone for having demonstrated they are college and career ready.	$164,399.00	Yes
3.19	District Website Maintenance	The district will continue to update and provide maintenance of a new district website, used to support communication and dissemination of information to our unduplicated student groups and their families regarding all activities affecting the district. This is to create better home-school connections and increased awareness of college and career readiness pathways. This need was identified via the latest CA Dashboard College/Career Indicator data that shows our EL and Socio-economically Disadvantaged pupils are in the red zone,	$37,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		compared to the overall student population that is in the orange zone for having demonstrated they are college and career ready.		
3.20	Technology Lead stipends for staff to support tech	Provide stipend for a teacher at every site to deliver immediate support to classroom technology to support teachers and unduplicated students, but especially our socio-economically disadvantaged group. We found that our SED pupils have significantly less access to technology at home, so we want to ensure their access is school is not compromised nor interfere with their access to the curriculum. To determine the effectiveness of this action we will monitor performance of our SED students on the CAASPP and ongoing iReady assessments.	$55,974.00	Yes
3.21	FAFSA (Free Application for Federal Financial Student Aid) professional learning and support	The district will provide professional learning and support for parents and students of unduplicated populations, but especially our low income families, guidance for completing FAFSA, process questions, technology support to ensure completion of applications by eligible 11th and 12th grade students. Our low income families were completing the FAFSA at much lower rates than our other student groups, as were our EL families. It is our anticipation that with this support, we will experience an increase in FAFSA completion rates from all our unduplicated pupils.	$80,000.00	Yes
3.22	Marketing and Implementation of Signature Identity for Each Elementary Site	The district's communications department will provide marketing of unique signature identities and programs for each district elementary school sites supporting unduplicated student populations academic, social and emotional growth. We are finding that families are requesting intra-district transfers in increasing numbers from some of our Title 1 elementary schools to non-Title 1 schools. It is our expectation that by building a strong signature identity (i.e., a STEM school, a VAPA school, a Sports Academy school, etc.) that our unduplicated families, especially those identified as low income, will	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experience improved connection and engagement to their home school.		
3.23	.5 U-College Academy Teacher of Record	The targeted students groups (and the main reason for implementing U-College Academy) are our LI, FY, and EL students due to the fact that they experience lower college-going rates than their counterparts. The district will provide unduplicated students the opportunity to attend U-College and work to obtain college credit while also obtaining high school credit. Our EL and low income students are not meeting the college and career indicator at the same level as our overall student population as measured by the CA Dashboard. These two groups find themselves in the red zone, as opposed to the orange zone as is the case for our non-unduplicated population. With this action we anticipate seeing an increase in CCI rates for unduplicated pupils.	$72,374.00	Yes
3.24	Network Specialist	Provide district network with ongoing maintenance and security ensuring a stronger technology based learning environment for unduplicated students. We found that our SED pupils have significantly less access to technology at home, so we want to ensure their access is school is not compromised nor interfere with their access to the curriculum.	$144,405.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In 2021-22 we had planned actions including the continued presence of AVID on our campus, Action 1, and 8th grade and 11th grade students taking college campus tours, Action 2. Due to the impact of the COVID pandemic and resulting restrictions, planned college tours were either canceled or conducted in a virtual format eliminating the need for transportation or meals for students on these college visits; therefore, we did not have to spend the total amount of funding allocated for this purpose in 2021-22. COVID did not prevent the completion of the use of funds for Action 3 AP testing, Action 6 Project Lead the Way, and Action 8 VAPA. With the introduction of a Director of

Communications Action 18 we were successful in broadening our communications with our community. Action 19 was successful with the implementation of the new district web-site.
The pandemic impacted student competitions as indicated in Goal 3 Action 7, or Action 10 PSAT's, Actions 12 and 13 the articulation of the pathway programs, and Action 16 the Senior Walk. These Actions were hindered as a result of COVID and increased socialization issues brought on because of the state laws.
The successes were present as a result of the continued focus of the district to provide students the greatest learning environment possible.
The challenges were the inability to focus on actions due to social restrictions and the fear of families, students, and teachers brought on by COVID.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Adjustments made based on additional COVID funding available for certificated teacher technology support. Increase in funding for additional pathways to improve student graduation and post secondary career opportunities for EL, foster youth and low income students. Increase in technology support for supplemental tech upgrades and ongoing student and site technology support. Additions of U College teacher of record to increase graduation rates, A-G course completion for unduplicated students. Additional funding for marketing and implementation of signature identity for school sites to increase future pathway opportunities for unduplicated students.

An explanation of how effective the specific actions were in making progress toward the goal.

In 2022-23 following the recommendations from our community surveys and meetings in order to improve services to our unduplicated pupils we saw the need to increase from 18 actions (numbered 1-8 and 10-19) to 24 actions (numbered 1-24).
In order to ensure all scholars are College and Career equipped UUSD implemented the following actions:
03.01 AVID - Although the pandemic provided challenges to the AVID professional development for teachers, we were able to maintain the
03.02 College Campus Tours - College visits were limited to virtual and colleges coming to our campus' due to pandemic, this limited the excitement rom the student but the live tours will return in 2022-23
03.03 AP Tests for low-income students - 60% of the 955 AP tests taken were completed by Low - Income Students, focus in 2022-23 will be to continue to market the tests to a great number of unduplicated pupils.
03.04 Future Ready Innovative Tech - As a result of the pandemic it was necessary to have a greater number of IT support, this allowed for a quicker response time when there were issues
03.05 Future Ready Family - These activities were limited due to the pandemic restrictions, even with that we still experienced positive results from the sites.
03.06 Project Lead the Way Partnership - The locations where we have PLTW continued forward with regular practice and training of additional teachers took place at our STEAM school.
03.07 Academic Competitions - Academic competitions were open at the end of the year, although there were limitation there was great excitement from all grade levels to take part.

03.08 VAPA & STEAM enrichment - by providing an after school (and on select Saturdays) theater enrichment with a culminating performance for each site we saw an increase in student engagement across the board. Each site's program was at capacity and during the school day there was increased participation from students during their VAPA activities.
03.09 Family Training and Supports for College - We were able to provide in-person training sessions as well as two virtual webinars around the topics of college acceptance, financial aid, and A-G. Because there were still the effects of the pandemic, we had to minimize how many in-person sessions (including capacity per session) we were able to facilitate. We anticipate in 2022-23 we will no longer have any restrictions, allowing us to fully implement this action.
03.10 PSAT - PSAT was provided to all 8th grade student for future reference
03.11 HS Transitional Honors Bootcamp - Primarily directed to our low income, foster youth, and English Learners students transitioning 9th grade, we provided academic support and intervention in the areas of math and science as we did prior to the pandemic. We found success as indicated by running the program at capacity for its duration.
03.12 Internal Pathway articulation - Due to a limited number of substitutes the ability for teachers to work together during the day was minimal. To assist some teachers were willing to work after the school day but there is room for continued articulation.
03.13 External Pathway articulation with Community colleges - The local community college was predominantly virtual this created a challenge for teachers to meet to discuss articulation. With the opening of the community college campus the ability to work together will present itself in 2022-23
03.14 District Tech Learning Programs - The use of instructional technology programs provides greater access for our unduplicated pupils, especially low income, to computer-based programs designed to enhance learning.
03.15 Ed. Tech Services - As a result of the pandemic it was necessary to have a greater number of IT support, this allowed for a quicker response time when there were issues
03.16 Senior Walk - Taking place at the end of the school year allows all graduating seniors the opportunity to revisit their respective elementary school attended. All involved take great pride and creates a motivation for all students in younger grades to continue to work hard.
03.17 Technology Support and Training - Professional Learning continued to take place virtually, focus on new programs
03.18 Director of Communications - Addition of the Director of Communications increased the regular communication to the community on a regular basis.
03.19 District Website implementation - New website was adopted and implemented, creating a visual appearance

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Action 4, With IT tech support will will ensure that our unduplicated student groups have access to technology in all of their classes and at all grade levels.
For Action 9, fUUSD will provide information and training to assist families and students to gain a greater understanding of the requirements to graduate and college entrance parameters.
For Action 15, funding has been allocated for TOSA's to all 14 sites.

For Action 18, Director of Communications will continue to promote and market what UUSD offers including CTE Pathways, AVID, and the individualized school identities.
For Action 19, Following the purchase of a new website UUSD will maintain the system to continue to offer the greatest form of information and publication to our local communities.
For Action 20, Technology Lead stipend for each site provides the opportunity for immediate tech support to students and teachers.
For Action 21, There will be funding provided to guide students and families as FAFSA's are completed.
For Action 22, Funding provided to assist in the marketing of the Signature Identities of our elementary schools.
For Action 23, Funding will be provided for a portion of the teacher of record for our UCollege program focusing on all students being provided with an opportunity to obtain college credit while also attending high school.
For Action 24, Funding for the continuing maintenance of security of our network, preventing others for destroying the opportunities provided to our students technological learning environment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
18,602,746	1,367,529

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.79%	3.15%	$2,900,710.24	21.94%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Needs, Conditions, and Circumstances:

In analyzing the 2020-2021 Dashboard data, (Chronic Absentee rate for student groups: All Students -28.9% Foster, low-income, and English Learners had rates of 60.2%, 36.2%, and 40.1%, respectively), the district determined that there is a need to provide attendance support for our Foster Youth and Low-Income students groups. In order to address these needs, the district will continue some actions from our previous LCAP as well as implement new actions. Additionally, transitioning out of COVID pandemic didn;t allow us to fully implement all our actions in 2021-22 as anticipated; therefore, we will continue with many of these action ins 2022-23 to allow more time to monitor and determine their effectiveness and impact on our unduplicated pupils.

Continued Actions

1.24 and 1.28 The district provides transportation to and from school for students. These actions are designed to provide equal access for our foster youth and low-income students by increasing attendance and decreasing chronic absenteeism, thus ensuring access to academic

and extra-curricular activities that connect them to the school and the community. The continuation of this action was determined to be effective by the overwhelming educational partner feedback in favor of the implementation of these actions. We have developed new, additional actions to address the need of decreasing chronic absenteeism and increasing attendance. Before COVID, our chronic absentee rate was at 9.9%, which was a 1.1% increase from the previous year. Via surveys and feedback from our educational partners, they had indicated that providing transportation is something they would like to see continue, especially for our foster youth who had a 21.7% chronic absentee rate.

Action 1.6 The district will provide a Child Welfare and Attendance Director with an assistant to oversee and implement district systems for reducing chronic absenteeism. The anticipated outcome is increased attendance and decreased chronic absenteeism for our Foster Youth and Low-Income student groups. Action 1.8 The district will continue to provide attendance incentives for our foster youth, low-income, and English learners. The expected outcome would be reduced chronic absenteeism and increased attendance. Before COVID, our chronic absentee rate was at 9.9%, which was a 1.1% increase from the previous year. Via surveys and feedback from our educational partners, they had indicated that providing transportation is something they would like to see continue, especially for our foster youth who had a 21.7% chronic absentee rate.

New Actions

Action 1.33 and 1.31 The district will provide additional funding for retaining hard to fill positions such as occupational therapists and speech and language pathologists, including an additional nurse to support Foster Youth and Low-income students. The anticipated outcome is that the nurse will work with students to address barriers to attendance posed by various health concerns. Nurses participate on the student attendance review team and district attendance review team, in addition to providing direction on home hospital and independent study. Our foster youth and low income students have an absentee rate (21.7% and 13.6%, respectively) above our districtwide rate 9.9 percent.

Because of the more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the attendance and connectedness for our low-income and Foster youth students will increase significantly more than the average rates of all other students. To maximize the impact of these actions in improving attendance rates throughout the LEA, these actions are being provided on a schoolwide basis and measure their effectiveness by our attendance rates for unduplicated pupils as well as their performance on CAASPP and our iReady assessments.

Needs, Conditions, and Circumstances:

In analyzing the 2019-2020 Dashboard data, (Suspension rate for student groups: All Students - 3.2%. Foster, low-income, and English Learners had rates of 13.2%, 4.3%, 4.2%, respectively), and 2020-2021 Dashboard data (Suspension rate for student groups: All students

.1%, Foster, low-income, and English Learners had rates of 1.7%, .1% and 0%, respectively) the district determined there was a need to strengthen our implementation of Positive Behavioral Interventions and Supports and Restorative Practices to equip schools with tools to respond to student behavior in a way that builds relationships and responds to discipline with instruction, correction, and accountability. With proactive relationship-building and behavioral instruction, we promote safe and peaceful school environments that reduce bullying and promote conflict resolution. In order to address these needs, the district will implement new and continued actions. Although the 2020-2021 data shows a sharp decrease, this data is of limited use as students were in distance learning all or most of the school year. The actions identified below will continue as a result of the analysis of this aforementioned data.

Continuing Actions

Action 1.1, 1.4, 1.25, and 1.26 The district will provide assistant principals, TOSAs and counselors, in order to oversee the implementation of Restorative Practices, PBIS, and Social-Emotional Learning for our unduplicated student groups. The continuation of these actions is determined to be effective by the overwhelming educational partner feedback in favor of the implementation of these actions. The anticipated outcome is a decrease in discipline and suspension rates and an increase in attendance rates for our unduplicated student groups.

Action 1.32 The district will provide professional learning to staff and oversee implementation of practices related to PBIS, Restorative Practices, Social-Emotional Learning, and anti-bullying to provide our unduplicated student groups expectations, strategies, and skills to deal with conflict. The continuation of these actions is determined to be effective by the overwhelming educational partner feedback in favor of the implementation of these actions. The anticipated outcome is a decrease in suspension rates for our unduplicated student groups.

Action 1.9 The district will improve student engagement and connectedness for our unduplicated student groups through the implementation of mentor programs. We noticed suspensions for unduplicated groups was slightly higher than non-duplicated groups, thereby providing us with rationale for continuing this practice in 2022-23 where we anticipate the impact of the pandemic will be minimized when compared to 2021-22. By implementing mentoring programs we expect to see increase engagement and connectedness to school, which ultimately result in a decrease in suspension rates for our unduplicated student groups.

Action 1.27 The district will offer a Peer class that is principally designed for our unduplicated student groups. This class will teach social-emotional and conflict resolution skills. The expected outcome of this action is a decrease in suspension rates for our unduplicated student groups. Although a continuing action, we were unable to implement this in 2021-22, but the need to implement it remains.

New Actions

1.7 The district will provide noon aides at each site. Noon aides will work directly with students and support the schoolwide implementation of PBIS and restorative practices. They focus on building relationships and respond to behavioral needs with instructions, correction, and accountability. The expected outcome is that this will experience greater engagement and connection to school for our unduplicated student groups.

Because of the more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the rates for our low-income and Foster youth students will decrease significantly more than the average rates of all other students. To maximize the impact of these actions in improving attendance rates throughout the LEA, these actions are being provided on a schoolwide basis.

Needs, Conditions, and Circumstances

In analyzing our 2020-2021 family survey data, (Communication and Service by District Office, 88% favorable response), the district determined that the following actions which are principally directed and effective for our unduplicated student groups were effective and needed to be continued.

Continued Actions

Action 1.3 The district will continue to provide a district translator for our English Learner students and families. The continuation of this action is determined by the increased school-to-home connection that has occurred. This translator will provide simultaneous translations at school site meetings in addition to translating materials that are distributed to families. The translator has been consistently utilized for DELAC meetings, District Family meetings (DFAC), and our monthly family webinar series. The expected outcome of this action is that our perception survey favorable response rate will increase and we will continue to see an increase in participation of our English Learner families in school site meetings and events. Furthermore, our EL students have consistently been our lowest performing group as measured by CAASPP data in ELA.

Action 1.5 The district will continue to honor and recognize the partnerships created with our unduplicated students and their families through recognition ceremonies. The continuation of this action is determined to be effective by the overwhelming educational partner feedback in favor of the implementation of these actions. The expected outcome of this action is that our perception survey favorable response rate will increase, and we will see increased partnerships with our unduplicated student groups and their families.

Action 1.20 The district will continue to provide the Por La Vida Family Program to our English Learner families. The continuation of this action is determined to be effective by the overwhelming educational partner feedback in favor of the implementation of these actions. The measurable expected outcome from this action would be an increase in the favorability of district communication and services, but we also expect that our English Learner students will have less absenteeism and demonstrate more engagement with the school as a result of the classes. EL students have experienced a slight percentage growth from 7.6% in 2020-21 to 7.8% in 2021-22. Por La Vida is one manner by which we expect to see increased engagement.

Action 1.21 The district will provide Family SEL training and workshops for our unduplicated student groups and their families. The measurable expected outcome from this action would be an increase in the favorability of district communication and services, but we also expect that our Foster Youth, English Learners, and Low-Income students will have less absenteeism and demonstrate more engagement with the school as a result of the training and workshops. Before COVID, our chronic absentee rate was at 9.9%, which was a 1.1% increase from the previous year. We expect that by continuing this action we would experience a decrease in absentee rates, especially for our foster youth who had a 21.7% chronic absentee rate.

Action 1.22 The district will provide Family Aeries and iReady training and workshops for our unduplicated student groups and their families. The measurable expected outcome from this action would be an increase in the favorability of district communication and services, but we also expect that our Foster Youth, English Learners, and Low-Income students will have less absenteeism and demonstrate more engagement with the school as a result of the training and workshops. Feedback from our educational partners included the need for the district to provide clarity on how families can utilize Aeries. Furthermore, with increased engagement and fewer absences, we will expect to see an improvement in academic performance of our unduplicated pupils as measured by CAASPP and iReady assessments.

Action 1.23 The district will create a Family Support Center that can be utilized by our Foster Youth and Low-Income student groups and their families to take care of any mental health, housing, food, and academic needs. The measurable expected outcome from this action would be an increase in the favorability of district communication and services, but we also expect that our Foster Youth and Low-Income students will have less absenteeism and demonstrate more engagement with the school as a result of the goods and services provided by the Support Center. Via surveys and feedback from our educational partners, they had indicated that our Family Support Center is something they would like to see continue.

Because of the more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the rates of engagement for our low-income and foster youth students will increase significantly more than the average rates of all other students. As a result we expect to see a decrease in discipline data and absentee rates for our unduplicated pupils in 2022-23. To maximize the impact of these actions increasing engagement throughout the LEA, these actions are being provided on a schoolwide basis.

Needs, Conditions, and Circumstances

In analyzing our 2020-2021 student perception and outcome data, it was determined that we had an increase in graduation and postsecondary enrollment rates for our Foster Youth student group. We do have a need to increase achievement on dashboard indicators. Our overall graduation rate was 95.5%, however, our foster youth rate was only at 78.6%, which we consider to be a significant gap. We will continue with actions from our last LCAP that provided direct support to Foster Youth students and contributed to this improved data.

Action 1.11 The district will continue to provide Case Managers and support staff to improve services provided to our Foster Youth student group. This personnel will provide increased monitoring support of Foster Youth students, keep abreast of legislative impacts, education code updates, interface with families, and will conduct needs assessments to ensure advocacy for the rights of Foster Youth. the continuation of these actions is determined to be effective by the overwhelming educational partner feedback in favor of the implementation of these actions, and the increased graduation rates for our Foster Youth. The expected outcome of this action is an increase in Foster Youth achievement on local and state assessments, improved attendance, and decreased suspensions. Further rationale is the slight increase our foster youth population, up 0.4% to 0.9% from the previous year.

Action 1.16 The district will continue to provide professional learning for the Case Managers to ensure they are up to date with legislation and best practices for supporting and advocating for Foster Youth. The continuation of these actions is determined to be effective by the overwhelming educational partner feedback in favor of the implementation of these actions.The expected outcome of this action is an increase in Foster Youth achievement on local and state assessments, improved attendance, and decreased suspensions. Further rationale is the slight increase our foster youth population, up 0.4% to 0.9% from the previous year. We will continue to monitor the effectiveness of these actions by tracking attendance rates, discipline incidents, and performance on iReady assessments for our foster youth students.

Because of the more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the rates of engagement for our low-income and Foster youth students will increase significantly more than the average rates of all other students. To maximize the impact of these actions increasing engagement throughout the LEA, these actions are being provided on a schoolwide basis.

Needs, Conditions, and Circumstances

In analyzing our 2020-2021 family survey data, (Communication and Service by District Office, 88% favorable response), and our student perception data, the district determined that some existing actions principally directed to our unduplicated student groups were effective and needed to be continued. It was also determined that there are new actions needed to support the social-emotional and mental health needs

of our unduplicated student groups. Research indicates that 1 in 5 youths ages 12-17 experiences a major depressive episode, and that number is higher amongst low income and foster youth. Additionally, nearly 20% of youths also reported having suffered from mental illness as a result of the pandemic.

Continuing Actions

Action 1.13 The district will continue to support the Program Manager of our Healthy Start grant. This individual oversees the administration of the grant and ensures that we are using funds appropriately to support our Low-Income students. The continuation of these actions is determined to be effective by the overwhelming educational partner feedback in favor of the implementation of these actions. The measurable expected outcome from this action would be an increase in the favorability of district communication and services, but we also expect that our Low-Income students will have less absenteeism and demonstrate more engagement with the school as a result of the goods and services provided through our Healthy Start Grant. Our low income population has increased to over 58% and we see this as a growing need to continue providing this action. Furthermore, our educational partners provided favorable feedback regarding this service.

Action 1.2 The district will provide comprehensive sexual education and tobacco/alcohol use prevention to our unduplicated student groups so they understand the important qualities of a healthy lifestyle. The expected outcome is that we will have fewer discipline issues related to this topic and that our unduplicated student groups will be more connected and engaged with the school. We will determine its effectiveness by analyzing the number of alcohol/drug-related disciplines incidents of our unduplicated pupils.

Actions 1.10, 1.12, 1.17, 1.18, and 1.19 The district will provide professional learning, staff, and services to support mental health and social-emotional issues to our Low Income, Foster Youth, and English Learner students. This action is done to ensure that students feel safe and connected while they are on campus so that they can access their learning. The expected outcome of this action is that we will have decreased discipline issues, increased attendance, and increased academic indicators because students are in a place where their social-emotional and mental health needs are being met. Perception data provided by the school sites indicated a need to reach out directly to our low income, foster youth, and EL students to re-engage them following the impact of the COVID pandemic.

Action 1.14 The district will provide 24/7 access to a service that will facilitate access to mental health clinicians without prior approvals or copays to ensure our unduplicated student groups and their families have the ability to access services. The need to provide around the clock access to resources results from our office having an official closing time and attempting to re-engage our students coming out of the COVID pandemic. The expected outcome of this action is that our unduplicated student groups and their families will be referred to treatment for mental health issues, thus resulting in increasing attendance and academic outcomes.

Action 1.29 The district will provide access to organizations within the community that can extend the reach of effectiveness and parity of services for our unduplicated student groups. These organizations will provide Tier II interventions, including running small groups around the district to support the social-emotional health of our unduplicated student groups. These partnerships provide services that extend beyond the internal capabilities of the district. Research indicates that 1 in 5 youths ages 12-17 experiences a major depressive episode, and that number is higher amongst low income and foster youth. Additionally, nearly 20% of youths also reported having suffered from mental illness as a result of the pandemic. By providing access to community organizations for our unduplicated pupils, we are expecting to see an increase in engagement and connection to school that will ultimately yield positive results on their performance on CAASPP and iReady assessments, as well as a decrease in discipline incidents for our unduplicated pupils.

New Actions

Action 1.15 The district will provide for the expansion of Wellness Centers across the district, including an additional wellness center counselor and Wellness Center aides. The expected outcome of this action is that our unduplicated student groups will report higher rates of connection to school, and will experience decreased exclusionary discipline. This shift in student experience will be due to the increased opportunity for conflict resolution and referrals to additional resources. We also expect to see decreased rates of repeat offenses at the secondary level, as all secondary students will meet with Wellness Center staff as part of a re-entry process. The rationale for the expansion of Wellness Centers is grounded in the immediate social-emotional support that students were able to receive onsite whenever an issue had arisen. Feedback from families and school staff regarding these centers has been extremely positive expressing a desire to not only continue, but expand this action. To determine its effectiveness, we will monitor discipline incidents (including behavioral referrals) for our unduplicated pupils, as well as visits to these Wellness Centers.

Action 1.30 The district will provide an online surveying platform (Kelvin), which will support universal screening, student perception data, and SEL/School Climate data. The analytics will provide disaggregated data by student groups, which will allow sites and the district to understand the unique needs of these groups and direct resources accordingly. By implementing this platform and providing the district with relevant data regarding our unduplicated pupils, we will be in a better position to connect appropriate resources, whether internal or external to our students and families. The effectiveness of this action will be determined by an anticipated increase in our survey completion rates by our unduplicated pupils and their families, as well as the number of services that are ultimately provided to them over the 2022-23 school year.

Action 1.34 The district will provide access to Health Corps Teens Make Health Happen, an interactive service learning program that focuses on developing teens' leadership skills via a project-based approach. Our secondary school will be serviced by this leadership development program by teaching health and wellness curriculum and supporting student-driven initiatives and projects. The targeted student groups for Health Corps.is FY, LI, and EL. We recognize that our unduplicated students have limited access to enrichment outside of the school day and this is one manner by which we expect to increase their engagement and connectedness to schools. We expect that by providing this

service we will experience a decrease in their overall absentee rates and an increase in their academic performance as measured by CAASPP and our local iReady assessments.

Action 1.35 The district will provide a Farm to School Program Assistant to support the Farm to School team with the maintenance of school gardens and the planning and execution of garden clubs at Baldy View Elementary, Cabrillo Elementary, Citrus Elementary, Upland Elementary, Foothill Knolls STEM, Upland Jr. High, and Upland High School. These specific sites have the highest free, reduced-price lunch percentage, EL, FY, and LI students, will allow for deeper and more extensive programming. Regular upkeep and maintenance of the school garden increases site beautification, extended and rigorous learning opportunities, outdoor classroom space, and increases fresh garden grown fruits and vegetables in the cafeteria. The garden club curriculum that Farm to School uses is based on CA state standards, tailored to grade level goals, and is standardized across all sites to ensure equitable and inclusive practices. It is expected that by providing this support we will see an increase in engagement and school connectedness of our LI, FY, and EL students resulting in a decrease in their overall absentee rates and an increase in their academic performance as measured by CAASPP and our local iReady assessments.

Action 1.36 The district will provide two fellows that will work on wellness and environmental education projects benefiting primarily our low income students. One of the fellows will analyze and review the current District Wellness Policy and complete a School Health Index for each site to provide a snapshot of each site's wellness initiatives and specific needs, focusing on our schools with high percentages of free and reduced-priced qualifying students. This fellow will provide recommendations and assistance with rewriting the district wellness policy to ensure that it is equitable and inclusive of the needs of all students. It is expected that by providing this support we will see an increase in engagement and school connectedness of our low income students resulting in a decrease in theri overall absentee rates and an increase in their academic performance as measured by CAASPP and our local iReady assessments.

Because of the more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the rates of engagement for our low-income and Foster youth students will increase significantly more than the average rates of all other students. To maximize the impact of these actions increasing engagement throughout the LEA, these actions are being provided on a schoolwide basis.

Needs, Conditions, and Circumstances:

Our 2018-2019 Dashboard data, (ELA Performance Levels for students groups: All Students - 4.9 points above standard. English Learners - 34.8 points below standard. - Low Socioeconomic Status students 18.8 points below standard. Foster Youth - 48.3 points below standard) indicates that the district has a need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA achievement for our unduplicated student groups. Our most recent local assessment data for 2021-22 also supports this claim. In ELA, only 22 % of ELs and 40% of low income students are performing at grade level compared to the

district wide average of 48% as measured by our iReady assessment. In order to address these needs, the district will continue some actions from our previous LCAP as well as implement new actions.

Continued Actions

Action 2.5 In 2020-21 the district launched one Dual Language Immersion Academy starting with kindergarten students at one elementary site, Baldy View. With targeting EL students for this inaugural class, the anticipated outcome is that there will be increased ELA scores on district benchmarks for our English Learners at that school site as compared to other school sites. Although this was not the case in our first year, the school did experience a growth in their own EL students at the kindergarten level from the previous year in ELA. We will continue with this action and monitor the progress of the EL students at Baldy View by analyzing iReady assessment data and growth on the ELPAC for kindergarten and first grade in 2022-23. Additionally, feedback from our educational partners in regards to DLI was overwhelmingly positive and even suggested that we expand the program beyond only one school site.

Action 2.10 The district will continue to provide library technicians to staff school libraries to allow increased access to literacy materials for reading, research, and literacy exploration. The district will also reclassify the high school teacher-librarian to a district librarian in order to ensure equitable access to instructional materials for our unduplicated student groups. The continuation of this action was determined by its past effectiveness in library utilization which increased with additional access. The expected outcome for continuing this action is that our unduplicated student groups are utilizing library resources at the same or above rate as our total student population. Currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils.

Action 2.17 The district will provide an online, A-G-approved curriculum to support our unduplicated student groups with credit recovery and independent study. The expected outcome of this is an increase in A-G completion rate for our unduplicated groups of students.

Action 2.37 The district will offer a 24/7 tutoring service in the student's primary language to support English Learners in their core content areas. The expected outcome of this action is that our EL student groups will have increased ELA scores on district benchmarks and state testing. Due to a low usage rate of this resource, we expanded access to all students, including foster youth and low income. It is expected that with districtwide access, we can promote the service much more open than when only one student group had access. Although low usage in 2021-22, educational partners provided positive feedback and suggested expanding to all students and not just ELs.

New Actions

Action 2.1 In order to support elementary in numeracy skills to be proficient with the math standards, all ten elementary sites will offer after-school math camps twice a year for 10 weeks each. We will add seven itinerant staff to work at our seven Title 1 elementary schools to support students in mathematics. Mathematics success at high levels continues to be a struggle for the district; however, we did experience a growth in our percentage of students performing at grade level as measured by our iReady diagnostic assessments. In 2020-21, 38% of our students performed at grade level, but in 2021-22 that percentage increased to 47%. The need for support directed to our EL and low income students is that although 47% of our overall students are at grade level, only 21% of ELs and 39% of low income students are at grade level. We expect to see this gap close as measured by our end of year iReady assessment.

Action 2.18 The Director of Curriculum and Instruction will support school sites with Professional Learning, adopted curriculum, and instructional practices. To support the general classroom as well as specific strategies and instructional practices geared toward support student groups. The secretary for the Director of Curriculum and Instruction will support the Director of Curriculum and Instruction clerical items such as budgets, data entry, fiscal entries, and reports to support accurate decision making, so we are able to ensure that data-based decisions are used to improve academic achievement for our unduplicated student groups. This action is to address a need after an analysis of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards. This was principally directed towards our unduplicated student groups.

Action 2.39 Per our local iReady assessments, the percentage of EL students at Pepper Tree Elementary School that are performing at grade level is under 50%, whereas over 75% of those that are not classified as EL are performing at or above grade level. It was decided that providing the school with one instructional aide designated to provide intervention support for EL students would be beneficial.

Action 2.40 Districtwide, 22% of our EL students are performing at or above grade level as measured by our end of year assessment in ELA, whereas 50% of our overall students are at or above grade level. Furthermore, Per a teacher survey that was administered in the spring of 2022, it was determined that overall, our teachers require some structured guidance on implementation of ELD and EL strategies. As a result, we added this goal to support EL PD and accompanying materials/supplies.

These actions are principally directed and effective and are being provided on an LEA-wide basis, (Action 2.5 at one elementary school site, Action 2.20 at secondary sites) and we expect/hope that all students with these needs will benefit. However, because of the significantly more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the engagement of our unduplicated student groups will increase significantly more than the average rates of all other students as it relates to Dashboard Data. (Academic Indicators).

Needs, Conditions, and Circumstances:

In analyzing the 2018-2019 Dashboard data, (English Language Arts Performance Levels for student groups: All Students - 4.9 points above standard. English Learners - 34.8 points below standard. Low Socioeconomic Status students - 18.8 points below standard. Foster Youth - 48.3 points below standard, Math Performance Levels for student groups: All students 32.6 points below standards. English Learners - 68.2 points below standard. Low Socioeconomic Status students - 57.3 points below standard. Foster Youth - 95.5 points below standard), the district determined that there is a need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA and math achievement for our unduplicated student groups. In order to address these needs, the district will continue some actions from our previous LCAP as well as implement new actions. Furthermore, analysis of our most recent iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards.

Continuing Actions

Action 2.4 The district will provide academic leads for grade levels and content areas to support teachers in providing the best first instruction that is principally designed to meet the needs of our unduplicated student groups. Due to the impact of the pandemic, professional learning outside of the district was limited, so the having academic leads as instructional resource proved to be a valuable resource. The expected outcome for this goal is that our Low Income, Foster Youth and English Learner student groups will have increased academic achievement on local benchmarks and state assessments.

Action 2.7 The Data, Assessment, and Accountability Director will initiate, present, and monitor district-wide assessments, including State Testing, i-Ready, Gifted and Talented Education, as well as other internal assessment tools. This person will support the district office and sites by providing data for analysis on our unduplicated student groups' progress and support, training, and next steps planning for their achievement. The Director’s Assistant will support the Director and Coordinators in the department with clerical items such as budgets, data entry, fiscal entries, and reports to support accurate decision making, so we are able to ensure that data-based decisions are used to improve academic achievement for our unduplicated student groups. By being able to provide timely data on the progress of our unduplicated pupils, the sites will be able to provide timely interventions and supports that we expect will yield positive results on their performance on the reading portion of CAASPP and iReady assessments that will allow us to measure the effectiveness of this action.

Action 2.9 The district will provide a library management system to ensure that we have an adequate supply of textbooks for our unduplicated student group to access. The expected outcome of this action is that all Low Income, Foster Youth and English Learner students will have

increased access to supplemental and culturally relevant literature with an expected outcome of increased performance on CAASPP and iReady assessments for unduplicated pupils.

Action 2.11 The district will provide a data analyst to update, monitor, and review our student information system as well as CALPADS to focus on increasing our monitoring data for our unduplicated student groups. The expected outcome for this goal is that our Low Income, Foster Youth and English Learner student groups will have increased academic achievement on local benchmarks and state assessments. Analysis of our most recent iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards. This was principally directed towards our unduplicated student groups.

Action 2.12 The district will provide a student information program consultant to review our current setup and make recommendations to ensure that we are capturing clean and reliable data on our unduplicated student groups. Analysis of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards. This was principally directed towards our unduplicated student groups. The expected outcome for this action is that we will be able to accurately identify our unduplicated student groups due in part to more effective monitoring of their academic progress. We will determine the effectiveness of this action by analyzing CAASPP and iReady assessment data of our unduplicated pupils.

Action 2.20 The district will continue to administer a universal screener to monitor our Low Income, Foster Youth, and English Learner student groups and their academic achievement in ELA and math. This data is necessary in order to make data-based decisions for our unduplicated student groups to provide the necessary academic support. By being able to provide timely data on the progress of our unduplicated pupils, the sites will be able to provide timely interventions and supports that we expect will yield positive results on their performance on CAASPP and iReady assessments that will allow us to measure the effectiveness of this action.

Action 2.21 The district will continue to provide a platform to centrally locate formal assessment scores and teacher-created tests. The continuation of this action was determined by its success in allowing teachers to create assessments, monitor results, and then modify instruction based on those results for our unduplicated student groups. The expected outcome for continuing this action is that our Low Income, Foster Youth and English Learner student groups will have increased academic achievement on local benchmarks and state assessments.

Action 2.22 The district will provide a student information system that will house demographic information so we can identify our unduplicated student groups and provide relevant and timely data to the school sites. The targeted student groups are our low income, foster youth, and

ELs. The expected outcome of this action is that we experience a decrease in discipline incidents reported for our unduplicated pupils, as well as positive results on their performance on CAASPP and iReady assessments, allowing us to determine the effectiveness of this action.

Action 2.24 The district will provide college interns to support equitable services for our unduplicated student groups in the areas of curriculum, instruction, and assessment. The expected outcome for this goal is that our Low Income, Foster Youth and English Learner student groups will have increased academic achievement on local benchmarks and state assessments.

Action 2.34 The district will hire two teachers on special assignments who will train and coach staff on best first instruction in the math area, principally designed to engage our unduplicated student groups. The expected outcome for this goal is that our Low Income, Foster Youth and English Learner student groups will have increased academic achievement on local benchmarks and state assessments. The district will provide a literacy TOSA to engage with educational partners to build capacity for effective, evidence-based literacy instructional strategies to engage our unduplicated student groups with their ELA curriculum. The anticipated outcome is increased ELA scores on district benchmarks and state testing for our unduplicated student groups.

New Actions

Action 2.25 The district will hire two junior high school effective teachers for choir and Spanish. Currently one FTE for each subject has been split-assigned at our two junior high schools creating inequitable access to both choir and Spanish academic content. By providing an exclusive teacher for choir and Spanish to both sites, we are ensuring increased access to the curriculum for our foster youth, English Learners, and low income students. To determine the effectiveness of this action, we will monitor the number of unduplicated pupils continuing into Spanish course as well as continuing in band and/or choir when they transition to out comprehensive high school.

These actions are principally directed and effective and are being provided on an LEA-wide basis, and we expect/hope that all students with these needs will benefit. However, because of the significantly more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the ELA and math achievement of our unduplicated student groups will increase significantly more than the average rates of all other students.

Needs, Conditions, and Circumstances:

In analyzing the 2018-2019 Dashboard data, (English Language Arts Performance Levels for student groups: All Students - 4.9 points above standard. English Learners - 34.8 points below standard. Low Socioeconomic Status students - 18.8 points below standard. Foster Youth - 48.3 points below standard, Math Performance Levels for student groups: All students 32.6 points below standards. English Learners - 68.2

points below standard. Low Socioeconomic Status students - 57.3 points below standard. Foster Youth - 95.5 points below standard as well as the climate and culture data Chronic Absentee rate of 28.9% Foster, low-income, and English Learners had rates of 60.2%, 36.2%, and 40.1%, respectively. District suspension rate in 2019/2020 was .1%. Foster, low-income, and English Learners had rates of 1.7%, .1%, 0%, respectively), the district determined that there is a need to provide enrichment/recovery experiences to ensure academic progress in ELA and math achievement and improve engagement for our unduplicated student groups. Further rationale is found in our most recent local assessment data for 2021-22 showing that in ELA, only 22 % of ELs and 40% of low income students are performing at grade level compared to the district wide average of 48% as measured by our iReady assessment. In order to address these needs, the district will continue some actions from our previous LCAP as well as implement new actions. In order to address these needs, the district will continue some actions from our previous LCAP as well as implement new actions.

Continuing Actions

Action 2.8 The district will provide ebooks and audiobooks on SORA to support multi-modality learning and access to nonfiction and fiction literacy titles in order to improve ELA scores for unduplicated student groups. Our most recent local assessment data for 2021-22 showing that in ELA, only 22 % of ELs and 40% of low income students are performing at grade level compared to the district wide average of 48% as measured by our iReady assessment, highlighting the need to provide greater support. The expected outcome of this action is increased academic performance on local benchmarks and state assessments.

Action 2.13 The district will provide elementary music instruction to ensure that our unduplicated student groups have opportunities to explore the performing arts to ensure a broad course of study. We will also provide dance, theater, and art instruction to grades K-6 by contracting with VAPA consultants. The continuation of this action was determined by its success in increasing unduplicated student engagement with instruction. Furthermore, our families provided an overwhelming positive response to the K-6 VAPA program and strongly urged us to continue through 2022-23. The expected outcome of this goal is that the academic performance and climate and culture date for our unduplicated student groups will continue to improve.

Action 2.15 The district will provide enrichment opportunities and staff collaboration to support engagement and academic success for our unduplicated student groups, including Science Day, History Day, and other county-sponsored events. The expected outcome of this action is that unduplicated student groups will have increased attendance, decreased suspensions, and increased academic performance on local benchmarks and state assessments. Due to the impact of the pandemic, these type of events have been curtailed or cancelled altogether, so by supporting this action we expect to see an increase in participation by our unduplicated pupils.

Action 2.16 The district will continue to offer summer school at the high school for our unduplicated student groups to allow for credit recovery opportunities to ensure these unduplicated student groups stay on track to graduate. The continuation of this action was determined by its

success in increasing the A-G rate to 62% for the 20-21 school year. The expected outcome of this action is that the A-G rate for our unduplicated graduating seniors will continue to increase.

Action 2.19 The district will provide an enrichment curriculum (Discovery Ed) for grades TK-8 for our unduplicated student groups who do not often have exposure to enrichment activities. Discovery Ed is supplemental material that provides an extension of the core curriculum in engaging and creative ways for students. Districtwide we have a performance gap in reading and math between our unduplicated pupils and our overall population. As measured by our iReady assessments in reading, 48% of our overall students are either at or above grade level, compared to only 22% of ELs and 40% of low income students. In math, 47% of our overall students are either at or above grade level, compared to only 21% of ELs and 39% of low income students. The expected outcome of this action is that unduplicated student groups will have increased attendance, decreased suspensions, and increased academic performance on local benchmarks and state assessments, especially as measured by our iReady assessments.

Action 2.23 The district will continue to provide World Language consumables for our low-income student group to support access to A-G credit courses. The continuation of this action was determined by its success in increasing the A-G rate to 62% for the 20-21 school year. The expected outcome of this action is that the A-G rate for our unduplicated graduating seniors will continue to increase.

Action 2.26 The district will provide lab materials for science to conduct kinesthetic and tactile learning experiences for our Low Income, Foster Youth, and English Learner student groups. Research has shown that utilizing manipulatives and tactiles has proven especially impactful for unduplicated pupils. The expected outcome of this action is that the unduplicated student groups will have increased academic performance on local benchmarks and state assessments.

New Actions

Action 2.14 The district will support a supplemental elementary music program (choral and band) to ensure our unduplicated student groups have the opportunity to explore the scope of choral and band. This ensures that unduplicated student groups have access to a broad curriculum of study. This action is principally designed to meet the needs of our Low Income, Foster Youth, and English Learner student groups who traditionally have limited access to instruments or art outside of school. Funds will provide supplies and personnel to support student engagement in music. To measure the effectiveness we will monitor the number of students that continue in band/music and/or choir as they transition to our junior high schools.

These actions are principally directed and effective and are being provided on an LEA-wide basis, (Action 2.14 elementary sites, 2.18 high school) and we expect/hope that all students with these needs will benefit. However, because of the significantly more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our

unduplicated student groups, we expect that the ELA and math achievement of our unduplicated student groups will increase significantly more than the average rates of all other students.

Needs, Conditions, and Circumstances:

In analyzing the 2018-2019 Dashboard data, (English Language Arts Performance Levels for student groups: All Students - 4.9 points above standard. English Learners - 34.8 points below standard. Low Socioeconomic Status students - 18.8 points below standard. Foster Youth - 48.3 points below standard, Math Performance Levels for student groups: All students 32.6 points below standards. English Learners - 68.2 points below standard. Low Socioeconomic Status students - 57.3 points below standard. Foster Youth - 95.5 points below standard as well as the climate and culture data Chronic Absentee rate of 28.9% Foster, low-income, and English Learners had rates of 60.2%, 36.2%, and 40.1%, respectively. District suspension rate in 2019/2020 was .1%. Foster, low-income, and English Learners had rates of 1.7%, .1%, 0%, respectively), the district determined that there is a need to provide enrichment/recovery experiences to ensure academic progress in ELA and math achievement and improve engagement for our unduplicated student groups. Further rationale is found in our most recent local assessment data for 2021-22 showing that in ELA, only 22 % of ELs and 40% of low income students are performing at grade level compared to the district wide average of 48% as measured by our iReady assessment. In order to address these needs, the district will continue some actions from our previous LCAP as well as implement new actions. In order to address these needs, the district will continue some actions from our previous LCAP as well as implement new actions.

Continuing Actions

Action 2.6 The district will provide training on Universal Design for Learning in order to train staff to make lessons accessible to our unduplicated student groups. Our most recent local assessment data for 2021-22 showing that in ELA, only 22 % of ELs and 40% of low income students are performing at grade level compared to the district wide average of 48% as measured by our iReady assessment. This highlights the need for this action. The expected outcome for this goal is that our Low Income, Foster Youth and English Learner student groups will have increased academic achievement on local benchmarks and state assessments.

Action 2.27 The district will provide ongoing professional learning for substitute teachers to ensure the focus on instructional practice in order to maintain the engagement of our unduplicated student groups. The expected outcome of this action is that unduplicated student groups will have increased attendance, decreased suspensions, and increased academic performance on local benchmarks and state assessments. The rationale for this action is found in the shortage of substitute teachers that we experienced over the 2021-22 school year. We expect that by providing training and additional support to our substitutes we will increase our retention rate and minimize the potential for another shortage in 2022-23.

Action 2.28 The district will provide opportunities for certificated and classified staff to attend technology professional learning in order to engage our unduplicated students with technology lessons. As a result of distance learning and the continued effects of the pandemic, there is a need to continue building the capacity of our teachers. We have transitioned to greater implementation of technology in our daily delivery of instruction, that it is necessary to ensure our teachers and staff have the necessary knowledge and skills to effectively utilize these tools. The expected outcome of this action is that unduplicated student groups will have increased attendance, decreased suspensions, and increased academic performance on local benchmarks and state assessments.

Action 2.29 The district will provide the opportunity for staff to become Google certified. As a result of distance learning and the continued effects of the pandemic, there is a need to continue building the capacity of our teachers. We have transitioned to utilizing the Google suite as our primary platform, resulting in a need to have more Google certified personnel. The expected outcome of this action is that staff will be able to design engaging lessons and use data to target supports for our unduplicated student groups. We will monitor the effectiveness of this action by the number of Google certifications that are earned in 2022-23.

Action 2.30 The district will continue to provide one full day of professional learning for all certificated and classified staff. The continuation of this action was determined by the overwhelmingly positive feedback that we received from staff indicating that this day has positively impacted their practice on campus. The continuation of these actions is determined to be effective by the overwhelming educational partner feedback in favor of the implementation of these actions. The expected outcome of this action is that unduplicated student groups will have increased attendance, decreased suspensions, and increased academic performance on local benchmarks and state assessments. The effectiveness of this action will be determined by analyzing the aforementioned data for our unduplicated pupils.

Action 2.31 The district will continue to provide professional learning for new teachers and staff to explore student-centered instructional practices that are principally designed to ensure access to content for our unduplicated student groups. The continuation of this action was determined by the positive feedback that we received from new teachers indicating that these experiences helped them teach with more efficacy. The expected outcome of this action is that unduplicated student groups will have increased attendance, decreased suspensions, and increased academic performance on local benchmarks and state assessments.

Action 2.32 The district will continue to provide the CTI program for new teachers who are clearing their preliminary credentials. This continuation of this action was determined by the district's ability to attract high-quality teacher candidates, which in turn provides high-quality teachers for our unduplicated student groups. The expected outcome of this action is that unduplicated student groups will have increased attendance, decreased suspensions, and increased academic performance on local benchmarks and state assessments. This action is to address a need after an analysis of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards.

Action 2.33 The district will provide professional learning for the TOSAs on instructional coaching and strategies that bridge the gap for our unduplicated student groups. The expected outcome of this action is that unduplicated student groups will have increased attendance, decreased suspensions, and increased academic performance on local benchmarks and state assessments. The effectiveness will be determined by measuring performance levels of our unduplicated pupils on CAASPP and iReady assessments.

Action 2.36 The district will continue to offer professional learning for secondary teachers in the core content areas to ensure that our unduplicated student groups are accessing the full educational benefit of the standards-aligned texts. The continuation of this action was determined by its success in our unduplicated student groups engage with the content. The expected outcome for this goal is that our Low Income, Foster Youth and English Learner student groups will have increased academic achievement on local benchmarks and state assessments. This action is to address a need after an analysis of our iReady diagnostic assessments revealed that currently only 20% of ELs and 30% of low income pupils are meeting or exceeding grade level standards in ELA, compared to 60% of other pupils. In math, only 16% of our low income students meeting or exceeding the standard in math, compared to 36% of the rest of the population; additionally, only 7% of our EL students are meeting or exceeding grade level standards.

These actions are being provided on an LEA-wide basis, and we expect/hope that all students with these needs will benefit. However, because of the significantly more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the ELA and math achievement and increased attendance and decreased suspensions of our unduplicated student groups will increase significantly more than the average rates of all other students.

Needs, Conditions, and Circumstances:

In analyzing the 2018-2019 Dashboard data, (English Language Arts Performance Levels for student groups: All Students - 4.9 points above standard. English Learners - 34.8 points below standard. Low Socioeconomic Status students - 18.8 points below standard. Foster Youth - 48.3 points below standard, Math Performance Levels for student groups: All students 32.6 points below standards. English Learners - 68.2 points below standard. Low Socioeconomic Status students - 57.3 points below standard. Foster Youth - 95.5 points below standard as well as the climate and culture data Chronic Absentee rate of 28.9% Foster, low-income, and English Learners had rates of 60.2%, 36.2%, and 40.1%, respectively. District suspension rate in 2019/2020 was .1%. Foster, low-income, and English Learners had rates of 1.7%, .1%, 0%, respectively), the district determined that there is a need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA and math achievement for our unduplicated student groups. In order to meet this need, the district will create a new action.

Continued

Action 2.35 The district will facilitate certificated teacher collaboration to develop and support strong content-based, grade-level instruction to deliver to our unduplicated student groups. The expected outcome of this action is to increase the academic achievement of our unduplicated student groups as measured by CAASPP and iReady assessments.

New

Action 2.2 The district will provide support to school sites with the implementation of their SPSAs. The SPSAs have all been aligned with the LCAP and the actions have been principally designed to support intervention and acceleration for our Low Income, Foster Youth, and English Learner Groups. Actions conducted at the sites include: staff will engage in professional learning around AVID and WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies to improve academic scores for our unduplicated students' groups, release time provided or teachers to attend professional development and collaborate with colleagues on effective implementation of SDAIE (Specially Designed Academic Instruction in English) strategies in the classroom, including Write from the Beginning and Thinking Maps, PBIS (Positive Behavior Intervention and Supports) to help support better academic and engagement data for our unduplicated student groups, SEL (social-emotional learning) and character-building to strengthen climate and culture and improve engagement and discipline data for our unduplicated student groups, after school academic support will be offered to identified struggling English Learners, including additional language support, increase College and Career Readiness rates by focusing on: pathways and articulating with junior highs, counselor training to effectively track students on track for A-G completion; intervene as needed, AP placement and exam pass rates, and increase participation in dual enrollment opportunities with Chaffey College, all principally directed to our unduplicated student groups.

Action 2.3 The district will provide $7 per pupil to increase the availability of supplemental reading materials in school site libraries. This will support primarily our low income, foster youth, and EL students by increasing their access to supplemental library materials; it is understood that traditionally our unduplicated pupils have limited access to reading material in the home. The availability of high interest and varied materials will increase the likelihood of student participating in both structured and leisure reading. Continuing practice with reading books, newspapers, magazines and other written materials has been proven to help increase a student’s reading fluency, vocabulary, and reading comprehension.

Action 2.38 The Director of Equity and Access will support schools sites, staff and district staff to engage and support low income, foster youth, and English Language students with instructional strategies, data and ongoing training to ensure that we are bridging the gap for unduplicated student groups. The secretary for the Director of Equity and Access will provide support with clerical items such as budgets, data entry, fiscal entries, and reports to support accurate decision making, so we are able to ensure that data-based decisions are used to improve academic achievement for our unduplicated student groups. The rationale for this action is that targeted support provided to

unduplicated students at all levels. The effectiveness of this action will be determined by performance levels of EL students on ELPAC, as well as the performance of our unduplicated pupils on CAASPP and iReady.

These actions are being provided on an LEA-wide basis, and we expect/hope that all students with these needs will benefit. However, because of the significantly more intense needs of our unduplicated student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the ELA and math achievement of our unduplicated student groups will increase significantly more than the average rates of all other students.

Needs, Conditions, and Circumstances:

In analyzing the 2021 graduation rate in UUSD (Overall - 95.5%, EL- 75%, Low Income-89.6% and Foster Students -93.8%) and the 2020 A-G Completion Rate (Overall - 47.2%, EL-19%, Socio-Economically Disadvantaged- 42.2%, Foster - not reported), the district determined there is a need to support our EL and Low-Income student groups in increasing graduation and A-G completion rates. In order to address these needs, the district will continue with some previous LCAP actions, as well as implement new actions.

Continuing Actions

Action 3.1 The district will continue to promote and increase AVID participation in the AVID program for our Low Income and English Learner student groups through teacher training, AVID recruitment, tutoring services, and district and site meetings. The continuation of this action was determined by data analysis of these data points for AVID students which indicates they are performing better than the total student population. The expected outcome of this goal is an increase in AVID enrollment for our Low Income and English Learner students which will result in higher graduation and A-G completion rates for the unduplicated student groups. AVID is a program aimed specifically to increase A-G and graduation rates for traditionally underrepresented student groups.

Action 3.2 The district will support college tours for our Low Income and English Learner student groups to visit potential locations for them to continue their post-secondary education. Along with Action 3.1, these two actions are intended to contribute to an increase in graduation and A-G rates for these unduplicated student groups and they plan for their post-secondary education. We will further determine the effectiveness of this action by the number of unduplicated pupils who apply to post-secondary institutions.

Action 3.4 The district will support technology support to build up our infrastructure and integrate platforms and software to ensure that our unduplicated student groups have access to their curriculum in an engaging manner and are prepared for post-secondary learning. Our low

income, foster youth, and EL students have limited access to technology outside of school, so it is our intent to develop an infrastructure for our schools to allow greater access for our unduplicated pupils. We expect this action to contribute positively to an increase in student performance as measured by CAASPP, iReady local assessments, and increased graduation and A-G completion rates.

Action 3.5 The district will provide training for unduplicated students and their families focusing on college and career preparedness and awareness. Family surveys indicate that there is limited knowledge within the homes of our unduplicated pupils around post-secondary options. The expected outcome of this goal is an increase in graduation and A-G rates for our unduplicated student groups. The rationale for continuing this action is based on survey data and feedback from our educational partners that they found value in being educated in this area.

Action 3.7 The district will support our unduplicated student groups in competing in academic competitions such as History Day and Science Day. By providing this access we expect to see an increase in student engagement and connectedness to school for our unduplicated pupils who have limited access to similar enriching experiences outside of the school day. The expected outcome of this goal is that unduplicated students will enroll in a rigorous course of study and will have increased graduation and A-G completion rates.

Action 3.14 The district will purchase educational software such as Pear Deck and Screencastify, in order to more fully engage our unduplicated student population with their curriculum. The expected outcome of this goal is increased graduation and A-G completion rates.

Action 3.15 The district will provide Educational Technology Services to support, coach, and provide direction on technology-based lessons that are designed to more fully engage our unduplicated student groups. By providing this access we expect to see an increase in student engagement and connectedness to school for our unduplicated pupils who have limited access to similar enriching experiences outside of the school day. The expected outcome of this action is an increase in graduation rates and A-G completion rates for unduplicated student groups that is greater than that of the total student population.

Action 3.16 The district will support a Senior Walk which will inspire our elementary Low Income and English Learner student groups to complete high school. This action was initially intended for low income schools, but due to its success and resounding positive feedback from our educational partners, it has been expanded. The expected outcome of this goal is that these unduplicated student groups will experience an increase in the graduation rate and young students set that goal for themselves.

Action 3.17 The district will support unduplicated students and their families with tech training so that families can access the student information system and support their students at home with learning. We recognize that with limited access our families of unduplicated pupils may not have the skillset to provide support at home to their students. The expected outcome of this action is increased engagement

with our student information management system by our families, and increased academic outcomes as measured by CAASPP and iReady assessments for our unduplicated student groups.

New Actions

Action 3.9 Given that we experienced a slight decrease in our graduation rate in 2021-22, the district will provide information and training to high school families in order to facilitate a greater understanding of student graduation requirements, general college entrance parameters, and computer-based college application. The expected outcome of this goal is increased graduation and A-G course completion rates for unduplicated student groups.

Action 3.20 Provide stipend for a teacher at every site to deliver immediate support to classroom technology to support teachers and unduplicated students, but especially our low income student group. We found that our LI pupils have significantly less access to technology at home, so we want to ensure their access is school is not compromised nor interfere with their access to the curriculum. To determine the effectiveness of this action we will monitor performance of our SED students on the CAASPP and ongoing iReady assessments.

Action 3.21 Provide professional learning and support for parents and students of unduplicated populations, but especially our low income families. Guidance for completing FAFSA, process questions, technology support to ensure completion of applications by eligible 11th, 12th grade students. Our low income families were completing the FAFSA at much lower rates than our other student groups. It is our anticipation that with this support, their completion rates will be on par with all other students.

Action 3.23 To provide unduplicated students the opportunity to attend U-College, and work to obtain college credit while also obtaining high school credit. Our EL and low income students are not meeting the college and career indicator at the same level as our overall student population as measured by the CA Dashboard. These two groups find themselves in the red zone, as opposed to the orange zone as is the case for our non-unduplicated population. With this action we anticipate seeing an increase in CCI rates for unduplicated pupils.

Action 3.24 Provide district network with ongoing maintenance and security ensuring a stronger technology based learning environment for unduplicated students. We found that our low income pupils have significantly less access to technology at home, so we want to ensure their access is school is not compromised nor interfere with their access to the curriculum. The effectiveness of this action will be determined by performance of our low income students on CAASPP and iReady assessments.

These actions are principally directed and effective and are being provided on an LEA-wide basis, and we expect/hope that all students with these needs will benefit. However, because of the significantly more intense needs of our Low Income and English Learner student groups,

and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the graduation and A-G completion rate of these unduplicated student groups will increase significantly more than the average rates of all other students.

Needs, Conditions, and Circumstances:

In analyzing the 2021 Pathway Completion in UUSD (Overall - 10.5%, EL- 14.3%, Low Income-10.3% and Foster Students -not reported) and the 2020 College Credit Course Indicator (Overall - 0.1%, EL - 0%, Socio-Economically Disadvantaged- 0%, Foster - 0%), the district determined there is a need to support all of our unduplicated student groups in increasing the CTE Pathway completion rates. In order to address these needs, the district will continue with some previous LCAP actions, as well as implement new actions.

Continuing Actions

Action 3.6 The district will continue to partner with Project Lead the Way to support our unduplicated student groups in enrolling and completing career pathways in high-needs career areas. The continuation of this action was determined by the successful completion of the pathway by our unduplicated student groups, and the articulation credit available for completing courses. The expected outcome of this action is increased pathway completion and improved CCI rates for our unduplicated pupils.

Action 3.8 The district will provide elementary and junior high schools with support for VAPA and STEAM after-school programs principally designed for our Low Income, Foster Youth, and English Learner student groups. It is recognized that our unduplicated pupils have limited access to such enriching activities outside of the school day. The expected outcome of this action is increased enrollment in pathways during the freshman year for our unduplicated student groups. In 2021-22 the implementation of this action was affected by the pandemic, which allowed us to offer after school enrichment only during the third trimester as our safety regulations allowed for greater in-person interaction. It is by the expected increase in participation in the arts pathways of our unduplicated pupils that we will determine the effectiveness of this action.

Action 3.12 The district will provide opportunities for the articulation of pathways from junior highs to high school. This will ensure that our unduplicated student groups have access to a coherent course of study that is linked to their interests. Per the CA Dashboard, 45.1% of all students met CCI, compared to only 13.3 % of ELs, 37.3% of LI, and 7.1% of FY, highlighting the need for additional support for our unduplicated pupils. The expected outcome of this goal is increased enrollment in the pathways of our incoming freshmen, which we ultimately expect to experience a growth in CCI rates for our unduplicated pupils. It is this growth that will determine the effectiveness of this action.

Action 3.13 The district will continue to expand articulation with community colleges to facilitate the admissions process for our unduplicated pupils, who may have financial challenges to attend post-secondary educational institutions. Per the CA Dashboard, 45.1% of all students met CCI, compared to only 13.3 % of ELs, 37.3% of LI, and 7.1% of FY, highlighting the need for additional support for our unduplicated pupils. It is the expectation that by providing this action that our unduplicated student groups will graduate high school with college credits as well, increasing the likelihood that they will complete a post-secondary course of study. The effectiveness of this action will be determined by its impact on our CCI rates for unduplicated pupils.

New Actions

Action 3.18 The district will utilize a Director of Communications who will be responsible for ensuring that our unduplicated students and their families are aware of the career path and college credit opportunities available in the district. Our expected outcome of this goal is an increase in enrollment in career paths and college credit courses by our unduplicated student groups. This need was identified via the latest CA Dashboard College/Career Indicator data that shows our EL and Socio-economically Disadvantaged pupils are in the red zone, compared to the overall student population that is in the orange zone for having demonstrated they are college and career ready.

Action 3.19 The district will provide a maintained interactive website that will provide the most current information about our signature schools and programs for our unduplicated student groups and their families. The expected outcome of this action is that we will have increased positive perception in our end-of-the-year survey and we will have more engagement with the schools for our unduplicated students and their families. This need was identified via the latest CA Dashboard College/Career Indicator data that shows our EL and Socio-economically Disadvantaged pupils are in the red zone, compared to the overall student population that is in the orange zone for having demonstrated they are college and career ready.

Action 3.22 Marketing of unique signature identities and programs for each district elementary school sites supporting unduplicated student populations academic, social and emotional growth. We are finding that families are requesting intra-district transfers in increasing numbers from some of our Title 1 elementary schools to non-Title 1 schools. It is our expectation that by building a strong signature identity (i.e., a STEM school, a VAPA school, a Sports Academy school, etc.) that our unduplicated families, especially those identified as low income, will experience a greater connection and engagement to their home school. The effectiveness of this action will be determined by the number of intra-district transfer requests received from our Title 1 schools to our non-Title 1 schools.

These new actions (3.18, 3.19, and 3.20) are principally directed and effective and are being provided on a school-wide basis, and we expect/hope that all students with these needs will benefit. However, because of the significantly more intense needs of our Low Income, Foster Youth, and English Learner student groups, and because the actions meet needs most associated with the chronic stresses and

experiences of our unduplicated student groups, we expect that the graduation and A-G completion rate of these unduplicated student groups will increase significantly more than the average rates of all other students. We also expect to see a positive impact on CCI rates for our unduplicated pupils.

Needs, Conditions, and Circumstances:

In analyzing the 2021 Advanced Placement Indicator in UUSD (Overall - 17.2%, EL- 1.9%, Low Income-13.1%, and Foster Students -not reported), the district determined there is a need to support all of our unduplicated student groups in taking and passing AP exams. In order to address these needs, the district will continue with two previous LCAP actions.

Continuing Actions

Action 3.3 The district will continue to sponsor unduplicated student groups in taking AP tests. The continuation of this action was determined by the high participation rate of unduplicated student groups that are enrolled in AP classes, taking the AP tests, as well as the financial barrier that some unduplicated pupils might face by having to pay the fees to take the AP exams. The expected outcome of this action is that all unduplicated student groups that are enrolled in AP classes will take the corresponding AP test.

Action 3.10 The district will continue to sponsor unduplicated students in taking the PSAT. The continuation of this action was determined by the 95% participation rate of unduplicated student groups in the PSAT testing, as well as the financial barrier that some unduplicated pupils might face by having to pay the fees to take the PSAT. The expected outcome of this goal is that unduplicated students will be identified as potential AP candidates and will enroll in the AP class.

Action 3.11 The district will offer a summer "Boot Camp" program for our unduplicated student groups who are going into 9th-grade honors classes. The rationale for this action is that we are attempting to retain and identify our unduplicated pupils to either remain or participate in a more rigorous course of study at the high school level. The expected outcome of this action is that we will have an increase in our unduplicated student groups enrolling in honors and AP programs during their 10-12 grade years.

These actions are principally directed and effective and are being provided on a school-wide basis at the high school, and we expect/hope that all students with these needs will benefit. However, because of the significantly more intense needs of our Low Income, Foster Youth, and English Learner student groups, and because the actions meet needs most associated with the chronic stresses and experiences of our unduplicated student groups, we expect that the Advanced Placement Indicator rate of these unduplicated student groups will increase significantly more than the average rates of all other students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Upland Unified School District serves an unduplicated pupil population (low-income, English learners, and foster youth) that has generated a proportionate share of the total Local Control Funding Formula Supplemental allocation. Supplemental funds are allocated districtwide and principally directed towards meeting the needs of unduplicated student groups. These funds are targeted to support low-income, foster youth, and English learner populations to increase support and intervention services to ensure equity and close the opportunity and achievement gaps for identified students. Actions selected to increase and improve services for unduplicated students were chosen in response to research about best practices, recent data regarding the district's performance, and educational partner input provided through surveys, advisory groups, and various gatherings. Based on supporting research, experience, and educational theory, the Upland Unified School District has determined these actions
described in the LCAP is the most effective use of funds to meet the District’s goals for unduplicated pupils and has established processes to ensure that supplemental funds are principally directed and utilized in a manner that benefits the intended student groups.

The following identified increased/improved actions and services are planned for the 2022-23 school year as our district operates:

Ongoing professional development and support plans and assistance with program implementation will enable Upland educators to optimize their professional potential in order to create highly effective learning environments, ensuring the highest levels of achievement for all students. There is a link between teacher quality and increased student achievement. What teachers know and can do is the most important influence on what students learn. Actions to support and improve teacher quality and practice are improvements that are high-impact strategies to support the growth of our unduplicated students who have not yet met academic standards.

The use of supplemental enrichment materials is principally directed at meeting the needs of unduplicated students in the district by improving services for students who are English learners, foster youth, and/or have families with low-income, as it provides instruction specific to students' individual needs to ensure accelerated growth and increased achievement.

Expanding the availability of literature through our library systems is principally directed toward meeting the needs of students who are English learners, foster youth and/or have families with low-income, are English learners, and/or are foster youth as it provides equitable access to reading materials in English and other languages.

Diagnostic assessments (iReady) allow teachers to identify specific gaps in understanding to create individualized plans to meet the needs of unduplicated students. Access to this data and information improves the quality of instruction and services provided to students who are English learners, foster youth, and/or have families with low-income as it identifies the specific instructional needs of individual students to ensure accelerated growth and increased achievement.

Counseling and administrative personnel who continue to support the social and emotional well-being of our unduplicated students while also providing family outreach services and access to educational opportunities to ensure accelerated growth and increased achievement.

The continued, increased, and improved training in, and use of Positive Behavior Interventions and Supports (PBIS) will improve the quality of the learning environment for unduplicated students. This is an improved service for students
who are English learners, foster youth, and/or have families with low-income as it increases access to school and classroom cultures conducive to learning ensuring increased achievement.

District personnel who are able to analyze and provide data so that instructional decisions can be made for our unduplicated student groups.

The school and LEA-wide services described above, coupled with the limited actions described here, allow the district to meet or exceed its percentage to increase or improve services of 21.94% quantitatively.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Schools with a high concentration of unduplicated pupils have been provided with some additional staffing to provide direct services to students. The actions are identified as:

Action 1.1 One assistant principal at Foothill Knolls
Action 1.15 Twelve Wellness Center paraeducators and one Wellness Center counselor
Action 1.26 Two high school deans
The purpose of these staff members is to provide an emotionally safe place for students, in regards to the Wellness Centers. This is where they can receive social-emotional support and be provided with coping skills to regulate their emotional (SEL) and mental state. The assistant principal works directly with students to provide SEL support and academic guidance. At the high school, the two deans are tasked with leading the school in providing a safe and secure environment for students.

Action 3.23 One teacher for additional support of our U-College Academy at the high school to support college and career readiness

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:20	1:16
Staff-to-student ratio of certificated staff providing direct services to students	1:20	1:17

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$21,723,572.02				$21,723,572.02	$16,031,047.00	$5,692,525.02

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Climate and Culture	English Learners Foster Youth Low Income	$298,664.00				$298,664.00
1	1.2	Health Education	English Learners Foster Youth Low Income	$12,000.00				$12,000.00
1	1.3	District Translator .4 FTE	English Learners	$50,755.00				$50,755.00
1	1.4	Two High School Counselors and 20% Foothill Knolls Counselor	English Learners Foster Youth Low Income	$346,004.00				$346,004.00
1	1.5	Family Partnerships	English Learners Foster Youth Low Income	$24,000.68				$24,000.68
1	1.6	Personnel to monitor metrics and Implement programs and systems	English Learners Foster Youth Low Income	$235,271.00				$235,271.00
1	1.7	Noon Aide Salaries	English Learners Foster Youth Low Income	$756,128.00				$756,128.00
1	1.8	Attendance Incentive Program	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
1	1.9	Mentoring Programs	Foster Youth Low Income	$35,000.00				$35,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Crisis Team Youth Mental Health First Aid Training	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
1	1.11	Personnel to Support Foster Youth	Foster Youth	$390,512.00				$390,512.00
1	1.12	Mental Health Support	English Learners Foster Youth Low Income	$123,776.00				$123,776.00
1	1.13	Program Manager, Support Services	Low Income	$23,178.00				$23,178.00
1	1.14	Care Solace	English Learners Foster Youth Low Income	$26,000.00				$26,000.00
1	1.15	Wellness Center Personnel	English Learners Foster Youth Low Income	$903,922.00				$903,922.00
1	1.16	Professional learning for case managers	Foster Youth	$7,000.00				$7,000.00
1	1.17	Critical Crisis Response Team training (PREPARE)	Foster Youth Low Income	$20,000.00				$20,000.00
1	1.18	Mental Health Services-prevention, Social Emotional Function	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
1	1.19	SEL Second Step, Character Strong, and Ruler	English Learners Foster Youth Low Income	$65,000.00				$65,000.00
1	1.20	Por La Vida Parent Program	English Learners	$3,620.00				$3,620.00
1	1.21	Family SEL trainings and workshops	English Learners Foster Youth Low Income	$24,000.00				$24,000.00
1	1.22	Academic Family Support	English Learners Foster Youth	$3,000.00				$3,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.23	Family Support Center	Foster Youth Low Income	$40,000.00				$40,000.00
1	1.24	Transportation (Athletics, Band, Choir, Academic Programs)	Low Income	$1,000,000.00				$1,000,000.00
1	1.25	TOSA Val/Mag/Syc/SV/Citrus/UE/BV/Cab/UJH	Low Income	$1,208,008.00				$1,208,008.00
1	1.26	Two High School Deans and one Junior High Dean	English Learners Foster Youth Low Income	$469,763.00				$469,763.00
1	1.27	Peer Class	Low Income	$28,976.00				$28,976.00
1	1.28	Home to School Transportation	Low Income	$1,519,330.00				$1,519,330.00
1	1.29	Contracts with Community-Based Organizations	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
1	1.30	Universal Screener with analytics specific to unduplicated students (Kelvin)	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
1	1.31	Retention of Hard to Fill Positions	English Learners Foster Youth Low Income	$61,115.00				$61,115.00
1	1.32	District Climate and Culture	English Learners Foster Youth Low Income	$67,662.00				$67,662.00
1	1.33	District Nurse	Foster Youth Low Income	$150,860.00				$150,860.00
1	1.34	Health Corps. Program (Student	English Learners Foster Youth	$10,000.00				$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Leadership Development)	Low Income					
1	1.35	Farm to School Program Assistant	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
1	1.36	Randall Lewis Fellowship	Low Income	$2,500.00				$2,500.00
2	2.1	Math Support	English Learners Foster Youth Low Income	$1,063,984.00				$1,063,984.00
2	2.2	SPSA Programs for Unduplicated Student Support	English Learners Foster Youth Low Income	$1,700,000.00				$1,700,000.00
2	2.3	Supplemental Reading Material for Site Libraries	English Learners Foster Youth Low Income	$72,800.00				$72,800.00
2	2.4	Academic Leads	English Learners Foster Youth Low Income	$247,000.00				$247,000.00
2	2.5	Dual Language Immersion Program	English Learners	$40,500.00				$40,500.00
2	2.6	Universal Design For Learning	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.7	Data, Assessment, and Accountability Personnel	English Learners Foster Youth Low Income	$288,326.00				$288,326.00
2	2.8	Literacy Online Programs and Supports	English Learners Low Income	$10,000.00				$10,000.00
2	2.9	Destiny (Library Program)	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
2	2.10	Library Personnel	English Learners	$699,888.00				$699,888.00
2	2.11	Database Systems Supervisor	English Learners Foster Youth Low Income	$124,091.00				$124,091.00
2	2.12	Aeries Program Consultant	English Learners Foster Youth	$12,500.00				$12,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.13	Elementary VAPA Personnel and Supplies	English Learners Foster Youth Low Income	$283,629.34				$283,629.34
2	2.14	K-12 Music Budget	English Learners Foster Youth Low Income	$95,000.00				$95,000.00
2	2.15	Academic Team/Committee Meetings	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.16	Summer School (High School)	English Learners Foster Youth Low Income	$250,000.00				$250,000.00
2	2.17	APEX Online Curriculum	English Learners Foster Youth Low Income	$42,074.00				$42,074.00
2	2.18	Curriculum and Instruction Personnel	English Learners Foster Youth Low Income	$87,726.00				$87,726.00
2	2.19	Discovery Education	Low Income	$33,000.00				$33,000.00
2	2.20	High School Assessment and Intervention	English Learners Foster Youth Low Income	$323,682.00				$323,682.00
2	2.21	Assessment Platforms	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
2	2.22	Student Information System and Infrastructure	English Learners Foster Youth Low Income	$195,000.00				$195,000.00
2	2.23	World Language Materials	Low Income	$13,000.00				$13,000.00
2	2.24	College Interns	English Learners Foster Youth Low Income	$45,000.00				$45,000.00
2	2.25	Junior High Elective Teachers	English Learners Foster Youth Low Income	$289,496.00				$289,496.00
2	2.26	NGSS Lab Materials	English Learners Foster Youth Low Income	$50,000.00				$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.27	Professional Learning for Substitutes	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
2	2.28	Professional Conferences	English Learners Foster Youth Low Income	$229,708.00				$229,708.00
2	2.29	Google Certification	English Learners Foster Youth Low Income	$2,000.00				$2,000.00
2	2.30	Professional Learning Days	Low Income	$2,523,922.00				$2,523,922.00
2	2.31	New Teacher Academy	English Learners Foster Youth Low Income	$10,026.00				$10,026.00
2	2.32	Center for Teacher Induction	English Learners Foster Youth Low Income	$224,860.00				$224,860.00
2	2.33	Professional Learning and conferences for Teachers on Special Assignment	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.34	Teacher on Special Assignment	English Learners Foster Youth Low Income	$391,762.00				$391,762.00
2	2.35	Grade Level Collaboration	English Learners Foster Youth Low Income	$185,000.00				$185,000.00
2	2.36	Core Subject Professional Learning	English Learners Foster Youth Low Income	$215,855.00				$215,855.00
2	2.37	24/7 Online Tutoring Services	English Learners	$90,000.00				$90,000.00
2	2.38	Equity and Access Personnel	English Learners Foster Youth Low Income	$115,546.00				$115,546.00
2	2.39	0.5 FTE Paraeducator for EL intervention support	English Learners	$21,041.00				$21,041.00
2	2.40	Professional learning for EL support,	English Learners	$60,000.00				$60,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		including ELD implementation						
3	3.1	AVID	English Learners Foster Youth Low Income	$939,157.00				$939,157.00
3	3.2	College Campus Tours	English Learners Foster Youth Low Income	$40,088.00				$40,088.00
3	3.3	AP Testing For Low Income Students	Low Income	$50,000.00				$50,000.00
3	3.4	Computer Technicians	English Learners Foster Youth Low Income	$397,051.00				$397,051.00
3	3.5	Future Ready Family	English Learners Foster Youth Low Income	$1,000.00				$1,000.00
3	3.6	Project Lead the Way Partnership	English Learners Foster Youth Low Income	$12,500.00				$12,500.00
3	3.7	Academic Competitions	English Learners Foster Youth Low Income	$35,000.00				$35,000.00
3	3.8	Visual and Performing Arts (VAPA) & Science, Technology, Engineering, Arts, Math (STEAM) enrichment	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
3	3.9	Family Training and Supports for College and Careers	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
3	3.10	PSAT	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
3	3.11	High School Transitional Honors Boot Camp	English Learners Foster Youth Low Income	$8,147.00				$8,147.00
3	3.12	Articulation of UUSD Pathways Internal	English Learners Foster Youth Low Income	$2,035.00				$2,035.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.13	Articulation of Pathways with Community Colleges	English Learners Foster Youth Low Income	$2,500.00				$2,500.00
3	3.14	District Technology Learning Programs	English Learners Foster Youth Low Income	$130,000.00				$130,000.00
3	3.15	Educational Tech TOSAs	English Learners Foster Youth Low Income	$46,937.00				$46,937.00
3	3.16	Senior Walk	English Learners Foster Youth Low Income	$3,000.00				$3,000.00
3	3.17	Technology Support and Training	English Learners Foster Youth Low Income	$1,179,544.00				$1,179,544.00
3	3.18	Director of Communications	English Learners Foster Youth Low Income	$164,399.00				$164,399.00
3	3.19	District Website Maintenance	English Learners Foster Youth Low Income	$37,000.00				$37,000.00
3	3.20	Technology Lead stipends for staff to support tech	English Learners Foster Youth Low Income	$55,974.00				$55,974.00
3	3.21	FAFSA (Free Application for Federal Financial Student Aid) professional learning and support	English Learners Foster Youth Low Income	$80,000.00				$80,000.00
3	3.22	Marketing and Implementation of Signature Identity for Each Elementary Site	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
3	3.23	.5 U-College Academy Teacher of Record	English Learners Foster Youth Low Income	$72,374.00				$72,374.00
3	3.24	Network Specialist	English Learners Foster Youth Low Income	$144,405.00				$144,405.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
99,004,932	18,602,746	18.79%	3.15%	21.94%	$21,723,572.02	0.00%	21.94 %	**Total:**	$21,723,572.02
								LEA-wide Total:	$16,652,545.68
								Limited Total:	$0.00
								Schoolwide Total:	$5,071,026.34

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Climate and Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pepper Tree and Foothill Knolls	$298,664.00	
1	**1.2**	Health Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	$12,000.00	
1	**1.3**	District Translator .4 FTE	Yes	LEA-wide	English Learners	All Schools	$50,755.00	
1	**1.4**	Two High School Counselors and 20% Foothill Knolls Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School	$346,004.00	
1	**1.5**	Family Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.68	
1	**1.6**	Personnel to monitor metrics and Implement programs and systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,271.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Noon Aide Salaries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$756,128.00	
1	1.8	Attendance Incentive Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.9	Mentoring Programs	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Secondary Schools	$35,000.00	
1	1.10	Crisis Team Youth Mental Health First Aid Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.11	Personnel to Support Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	$390,512.00	
1	1.12	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,776.00	
1	1.13	Program Manager, Support Services	Yes	LEA-wide	Low Income	All Schools	$23,178.00	
1	1.14	Care Solace	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
1	1.15	Wellness Center Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cabrillo and Upland High School	$903,922.00	
1	1.16	Professional learning for case managers	Yes	LEA-wide	Foster Youth	All Schools	$7,000.00	
1	1.17	Critical Crisis Response Team training (PREPARE)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$20,000.00	
1	1.18	Mental Health Services-prevention, Social Emotional Function	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.19	SEL Second Step, Character Strong, and Ruler	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.20	Por La Vida Parent Program	Yes	LEA-wide	English Learners	All Schools	$3,620.00	
1	1.21	Family SEL trainings and workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	
1	1.22	Academic Family Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	1.23	Family Support Center	Yes	LEA-wide	Foster Youth Low Income	All Schools	$40,000.00	
1	1.24	Transportation (Athletics, Band, Choir, Academic Programs)	Yes	Schoolwide	Low Income	Specific Schools: All secondary schools	$1,000,000.00	
1	1.25	TOSA Val/Mag/Syc/SV/Citrus/UE/ BV/Cab/UJH	Yes	LEA-wide	Low Income	Specific Schools: Valencia, Magnolia, Sycamore, Sierra Vista, Cabrillo, Citrus, Baldy View, Upland El and Upland Junior	$1,208,008.00	
1	1.26	Two High School Deans and one Junior High Dean	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School and Upland Junior High	$469,763.00	
1	1.27	Peer Class	Yes	Schoolwide	Low Income	Specific Schools: Upland High School	$28,976.00	
1	1.28	Home to School Transportation	Yes	LEA-wide	Low Income	All Schools	$1,519,330.00	
1	1.29	Contracts with Community-Based Organizations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.30	Universal Screener with analytics specific to unduplicated students (Kelvin)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.31	Retention of Hard to Fill Positions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,115.00	
1	1.32	District Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,662.00	
1	1.33	District Nurse	Yes	LEA-wide	Foster Youth Low Income	All Schools	$150,860.00	
1	1.34	Health Corps. Program (Student Leadership Development)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pioneer Junior HS, Upland Junior, HS, and Hillside HS	$10,000.00	
1	1.35	Farm to School Program Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.36	Randall Lewis Fellowship	Yes	LEA-wide	Low Income	All Schools	$2,500.00	
2	2.1	Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,063,984.00	
2	2.2	SPSA Programs for Unduplicated Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,700,000.00	
2	2.3	Supplemental Reading Material for Site Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,800.00	
2	2.4	Academic Leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$247,000.00	
2	2.5	Dual Language Immersion Program	Yes	Schoolwide	English Learners	Specific Schools: Baldy View K	$40,500.00	
2	2.6	Universal Design For Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.7	Data, Assessment, and Accountability Personnel	Yes	LEA-wide	English Learners Foster Youth	All Schools	$288,326.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.8	Literacy Online Programs and Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
2	2.9	Destiny (Library Program)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.10	Library Personnel	Yes	LEA-wide	English Learners	All Schools	$699,888.00	
2	2.11	Database Systems Supervisor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,091.00	
2	2.12	Aeries Program Consultant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	
2	2.13	Elementary VAPA Personnel and Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$283,629.34	
2	2.14	K-12 Music Budget	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	
2	2.15	Academic Team/Committee Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.16	Summer School (High School)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland and Hillside High Schools	$250,000.00	
2	2.17	APEX Online Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	$42,074.00	
2	2.18	Curriculum and Instruction Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	$87,726.00	
2	2.19	Discovery Education	Yes	Schoolwide	Low Income	Specific Schools: All elementary and junior high schools TK-8	$33,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.20	High School Assessment and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$323,682.00	
2	2.21	Assessment Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
2	2.22	Student Information System and Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,000.00	
2	2.23	World Language Materials	Yes	Schoolwide	Low Income	Specific Schools: Upland and Hillside High Schools	$13,000.00	
2	2.24	College Interns	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
2	2.25	Junior High Elective Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: PJH, UJH	$289,496.00	
2	2.26	NGSS Lab Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.27	Professional Learning for Substitutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.28	Professional Conferences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,708.00	
2	2.29	Google Certification	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.30	Professional Learning Days	Yes	LEA-wide	Low Income	All Schools	$2,523,922.00	
2	2.31	New Teacher Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,026.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.32	Center for Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$224,860.00	
2	2.33	Professional Learning and conferences for Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.34	Teacher on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$391,762.00	
2	2.35	Grade Level Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,000.00	
2	2.36	Core Subject Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,855.00	
2	2.37	24/7 Online Tutoring Services	Yes	LEA-wide	English Learners	All Schools	$90,000.00	
2	2.38	Equity and Access Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,546.00	
2	2.39	0.5 FTE Paraeducator for EL intervention support	Yes	Schoolwide	English Learners	Specific Schools: Pepper Tree	$21,041.00	
2	2.40	Professional learning for EL support, including ELD implementation	Yes	LEA-wide	English Learners	All Schools	$60,000.00	
3	3.1	AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School, Hillside High School, Baldy View Elementary, Cabrillo Elementary, Citrus Elementary, Magnolia Elementary, Pioneer Jr High School. Sierra Vista Elementary,	$939,157.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Sycamore Elementary, and Upland Jr. High School 3-12		
3	3.2	College Campus Tours	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School, Hillside High School 9 - 12	$40,088.00	
3	3.3	AP Testing For Low Income Students	Yes	LEA-wide	Low Income	Specific Schools: Upland High School	$50,000.00	
3	3.4	Computer Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$397,051.00	
3	3.5	Future Ready Family	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School, Hillside High School	$1,000.00	
3	3.6	Project Lead the Way Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School, Foothill Knolls, Upland Junior High	$12,500.00	
3	3.7	Academic Competitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	3.8	Visual and Performing Arts (VAPA) & Science, Technology, Engineering, Arts, Math (STEAM) enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and Junior High Schools	$40,000.00	
3	3.9	Family Training and Supports for College and Careers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High and Hillside High 9th-12th	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.10	PSAT	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School	$40,000.00	
3	3.11	High School Transitional Honors Boot Camp	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School Incoming 9th grade students	$8,147.00	
3	3.12	Articulation of UUSD Pathways Internal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School, Hillside High School, Upland Junior High, Pioneer Junior, & Foothill Knolls Stem Academy of Innovation	$2,035.00	
3	3.13	Articulation of Pathways with Community Colleges	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School, Hillside High School	$2,500.00	
3	3.14	District Technology Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
3	3.15	Educational Tech TOSAs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,937.00	
3	3.16	Senior Walk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.17	Technology Support and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,179,544.00	
3	3.18	Director of Communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$164,399.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.19	District Website Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,000.00	
3	3.20	Technology Lead stipends for staff to support tech	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,974.00	
3	3.21	FAFSA (Free Application for Federal Financial Student Aid) professional learning and support	Yes	Schoolwide	English Learners Foster Youth Low Income		$80,000.00	
3	3.22	Marketing and Implementation of Signature Identity for Each Elementary Site	Yes	LEA-wide	English Learners Foster Youth Low Income	K-6th	$10,000.00	
3	3.23	.5 U-College Academy Teacher of Record	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School 9th, 10th, 11th, 12th grade	$72,374.00	
3	3.24	Network Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,405.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,530,599.00	$11,426,124.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Climate and Culture	Yes	$286,470.00	292,966
1	**1.2**	Health Education	Yes	$5,000.00	28,047
1	**1.3**	District Translator .4 FTE	Yes	$36,610.00	53,993.94
1	**1.4**	Two High School Counselors	Yes	$288,989.00	308,227.38
1	**1.5**	Family Partnerships	Yes	$4,000.00	11,558.00
1	**1.6**	Personnel to monitor metrics and Implement programs and systems	Yes	$220,816.00	222,486.09
1	**1.7**	District Climate and Culture	Yes	$20,000.00	594,065.88
1	**1.8**	Attendance Incentive Program	Yes	$10,000.00	10,351.00
1	**1.9**	Mentoring Programs	Yes	$35,000.00	16,122.75
1	**1.10**	Crisis Team Youth Mental Health First Aid Training	Yes	$10,000.00	2,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Personnel to Support Foster Youth	Yes	$200,000.00	205,810.85
1	1.12	Mental Health Support	Yes	$117,179.00	103,717.51
1	1.13	Program Manager, Healthy Start	Yes	$22,304.00	22,304.00
1	1.14	Care Solace	Yes	$26,000.00	26,450.00
1	1.15	Wellness Center Personnel	Yes	$127,853.00	158,170.90
1	1.16	PD for Case managers	Yes	$7,000.00	7,000.00
1	1.17	Critical Crisis Response Team training	Yes	$10,000.00	2,500.00
1	1.18	Mental Health Services-prevention, Social Emotional Function	Yes	$10,000.00	5,762.50
1	1.19	SEL Thrive YOU-niversity training	Yes	$10,000.00	34,690.00
1	1.20	Por La Vida Parent Program	Yes	$3,620.00	905
1	1.21	Family SEL trainings and workshops	Yes	$3,000.00	750
1	1.22	Academic Family Support	Yes	$3,000.00	750
1	1.23	Family Support Center	Yes	$5,000.00	1250

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Transportation (athletics, Band, Choir)	Yes	$450,000.00	310000
1	1.25	TOSA Val/Mag/Syc/SV	Yes	$497,102.00	536454.85
1	1.26	Two High School Deans	Yes	$281,163.00	378,899.41
1	1.27	Peer Classes	Yes	$25,000.00	6,250.00
1	1.28	Home to School Transportation	Yes	$1,675,108.00	466,303.58
1	1.29	Contracts with Community-Based Organizations (Reach Out PPP and Project Alert)	Yes	$10,000.00	2,500.00
2	2.1	Literacy TOSA	Yes	$131,034.00	34,486.49
2	2.2	Curriculum, Instruction & Assessment (CIA) Personnel	Yes	$110,895.00	170,936.85
2	2.3	Inclusive practices	No	$10,000.00	0
2	2.4	Academic Leads	Yes	$247,000.00	194,581.00
2	2.5	Dual Language Immersion Program	Yes	$31,000.00	66,000.00
2	2.6	Universal Design For Learning	Yes	$20,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.7**	SPSA Programs for Unduplicated Student Support	Yes	$1,425,000.00	2,099,330.14
2	**2.8**	SORA (electronic platform) eBooks and Audio Books	Yes	$10,000.00	67,600.00
2	**2.9**	Destiny (Library Program)	Yes	$30,000.00	30,000.00
2	**2.10**	Library Support	Yes	$369,952.00	570,317.43
2	**2.11**	Data Analyst	Yes	$50,000.00	13,431.00
2	**2.12**	Aeries Program Consultant	Yes	$12,500.00	12,500.00
2	**2.13**	Elementary VAPA and PE	Yes	$995,000.00	238,050.00
2	**2.14**	Classroom Learning Opportunities	Yes	$3,000.00	3,849.60
2	**2.15**	Academic Team/Committee Meetings	Yes	$10,000.00	58,000.00
2	**2.16**	Summer School (High School)	Yes	$250,000.00	254,623.00
2	**2.17**	APEX Online Curriculum	Yes	$40,000.00	40,100.00
2	**2.18**	No Red Ink	Yes	$90,000.00	22,500.00
2	**2.19**	Discovery Ed, Full Experience	Yes	$30,000.00	34,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.20**	iReady	Yes	$323,682.00	434,232.00
2	**2.21**	Illuminate	Yes	$30,000.00	55,405.20
2	**2.22**	Aeries	Yes	$141,145.00	141,145.00
2	**2.23**	World Language Materials	Yes	$20,000.00	4,900.00
2	**2.24**	College Interns	Yes	$45,000.00	15,000.00
2	**2.25**	Social Studies Curriculum	No	$50,000.00	0
2	**2.26**	Science Lab Materials	Yes	$100,000.00	97,000.00
2	**2.27**	Professional Learning for Substitutes	Yes	$1,000.00	1,000.00
2	**2.28**	Tech Conferences (CUE, ISTE, Aeries)	Yes	$20,000.00	20,000.00
2	**2.29**	Google Certification	Yes	$2,000.00	2,000.00
2	**2.30**	Upland University	Yes	$1,000,000.00	430,898.00
2	**2.31**	New Teacher Academy	Yes	$10,000.00	10,000.00
2	**2.32**	Center for Teacher Induction	Yes	$235,941.00	146,260.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.33**	Professional Learning and conferences for Teachers on Special Assignment	Yes	$15,000.00	5,000.00
2	**2.34**	Teacher on Special Assignment	Yes	$233,122.00	271,876.39
2	**2.35**	Grade Level Collaboration	Yes	$165,000.00	36,800.00
2	**2.36**	Core Subject Professional Learning	Yes	$200,275.00	150,972.69
2	**2.37**	Paper Tutoring	Yes	$108,000.00	27,000.00
2	**2.38**	Director of Equity and Access, Secretary	Yes		251,234.96
3	**3.1**	AVID	Yes	$639,381.00	665,184.26
3	**3.2**	College Campus Tours	Yes	$35,359.00	13,339.32
3	**3.3**	AP Testing For Low Income Students	Yes	$50,000.00	154,469.48
3	**3.4**	Future Ready Innovative Tech	Yes	$212,065.00	212,065.00
3	**3.5**	Future Ready Family	Yes	$1,000.00	250.00
3	**3.6**	Project Lead the Way Partnership	Yes	$12,500.00	12,500.00
3	**3.7**	Academic Competitions	Yes	$35,000.00	20,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Visual and Performing Arts (VAPA) & Science, Technology, Engineering, Arts, Math (STEAM) enrichment	Yes	$40,000.00	56,300.00
3	3.9	Explorers Program	No	$5,000.00	0
3	3.10	PSAT	Yes	$40,000.00	16,040.00
3	3.11	High School Transitional Honors Boot Camp	Yes	$8,000.00	2,000.00
3	3.12	Articulation of UUSD Pathways Internal	Yes	$2,000.00	500.00
3	3.13	Articulation of Pathways with Community Colleges	Yes	$4,000.00	1,000.00
3	3.14	District Technology Learning Programs	Yes	$107,000.00	85,765.81
3	3.15	Educational Tech Services	Yes	$181,034.00	162,012.00
3	3.16	Senior Walk	Yes	$3,000.00	750.00
3	3.17	Technology Support & Training	Yes	$2,500.00	625.00
3	3.18	Director of Communications	Yes	$150,000.00	162,214.72
3	3.19	District Web-Site Implementation	Yes	$37,000.00	39,292.78

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
14,326,835	$11,550,599.00	$11,426,124.76	$124,474.24	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Climate and Culture	Yes	$286,470.00	292,966		
1	1.2	Health Education	Yes	$5,000.00	28,047		
1	1.3	District Translator .4 FTE	Yes	$36,610.00	53,993.94		
1	1.4	Two High School Counselors	Yes	$288,989.00	308,227.38		
1	1.5	Family Partnerships	Yes	$4,000.00	11,558.00		
1	1.6	Personnel to monitor metrics and Implement programs and systems	Yes	$220,816.00	222,486.09		
1	1.7	District Climate and Culture	Yes	$20,000.00	594,065.88		
1	1.8	Attendance Incentive Program	Yes	$10,000.00	10,351.00		
1	1.9	Mentoring Programs	Yes	$35,000.00	16,122.75		
1	1.10	Crisis Team Youth Mental Health First Aid Training	Yes	$10,000.00	2,500.00		
1	1.11	Personnel to Support Foster Youth	Yes	$200,000.00	205,810.85		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Mental Health Support	Yes	$117,179.00	103,717.51		
1	1.13	Program Manager, Healthy Start	Yes	$22,304.00	22,304.00		
1	1.14	Care Solace	Yes	$26,000.00	26,450.00		
1	1.15	Wellness Center Personnel	Yes	$127,853.00	158,170.90		
1	1.16	PD for Case managers	Yes	$7,000.00	7,000.00		
1	1.17	Critical Crisis Response Team training	Yes	$10,000.00	2,500.00		
1	1.18	Mental Health Services-prevention, Social Emotional Function	Yes	$10,000.00	5,762.50		
1	1.19	SEL Thrive YOU-niversity training	Yes	$10,000.00	34,690.00		
1	1.20	Por La Vida Parent Program	Yes	$3,620.00	905		
1	1.21	Family SEL trainings and workshops	Yes	$3,000.00	750		
1	1.22	Academic Family Support	Yes	$3,000.00	750		
1	1.23	Family Support Center	Yes	$5,000.00	1250		
1	1.24	Transportation (athletics, Band, Choir)	Yes	$450,000.00	310000		
1	1.25	TOSA Val/Mag/Syc/SV	Yes	$497,102.00	536454.85		
1	1.26	Two High School Deans	Yes	$281,163.00	378,899.41		
1	1.27	Peer Classes	Yes	$25,000.00	6,250.00		
1	1.28	Home to School Transportation	Yes	$1,675,108.00	466,303.58		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.29	Contracts with Community-Based Organizations (Reach Out PPP and Project Alert)	Yes	$10,000.00	2,500.00		
2	2.1	Literacy TOSA	Yes	$131,034.00	34,486.49		
2	2.2	Curriculum, Instruction & Assessment (CIA) Personnel	Yes	$110,895.00	170,936.85		
2	2.4	Academic Leads	Yes	$247,000.00	194,581.00		
2	2.5	Dual Language Immersion Program	Yes	$31,000.00	66,000.00		
2	2.6	Universal Design For Learning	Yes	$20,000.00	0		
2	2.7	SPSA Programs for Unduplicated Student Support	Yes	$1,425,000.00	2,099,330.14		
2	2.8	SORA (electronic platform) eBooks and Audio Books	Yes	$10,000.00	67,600.00		
2	2.9	Destiny (Library Program)	Yes	$30,000.00	30,000.00		
2	2.10	Library Support	Yes	$369,952.00	570,317.43		
2	2.11	Data Analyst	Yes	$50,000.00	13,431.00		
2	2.12	Aeries Program Consultant	Yes	$12,500.00	12,500.00		
2	2.13	Elementary VAPA and PE	Yes	$130,000.00	238,050.00		
2	2.14	Classroom Learning Opportunities	Yes	$3,000.00	3,849.60		
2	2.15	Academic Team/Committee Meetings	Yes	$10,000.00	58,000.00		
2	2.16	Summer School (High School)	Yes	$250,000.00	254,623.00		
2	2.17	APEX Online Curriculum	Yes	$40,000.00	40,100.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.18	No Red Ink	Yes	$90,000.00	22,500.00		
2	2.19	Discovery Ed, Full Experience	Yes	$30,000.00	34,000.00		
2	2.20	iReady	Yes	$323,682.00	434,232.00		
2	2.21	Illuminate	Yes	$30,000.00	55,405.20		
2	2.22	Aeries	Yes	$141,145.00	141,145.00		
2	2.23	World Language Materials	Yes	$20,000.00	4,900.00		
2	2.24	College Interns	Yes	$45,000.00	15,000.00		
2	2.26	Science Lab Materials	Yes	$50,000.00	97,000.00		
2	2.27	Professional Learning for Substitutes	Yes	$1,000.00	1,000.00		
2	2.28	Tech Conferences (CUE, ISTE, Aeries)	Yes	$20,000.00	20,000.00		
2	2.29	Google Certification	Yes	$2,000.00	2,000.00		
2	2.30	Upland University	Yes	$1,000,000.00	430,898.00		
2	2.31	New Teacher Academy	Yes	$10,000.00	10,000.00		
2	2.32	Center for Teacher Induction	Yes	$235,941.00	146,260.00		
2	2.33	Professional Learning and conferences for Teachers on Special Assignment	Yes	$15,000.00	5,000.00		
2	2.34	Teacher on Special Assignment	Yes	$233,122.00	271,876.39		
2	2.35	Grade Level Collaboration	Yes	$165,000.00	36,800.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.36	Core Subject Professional Learning	Yes	$200,275.00	150,972.69		
2	2.37	Paper Tutoring	Yes	$108,000.00	27,000.00		
2	2.38	Director of Equity and Access, Secretary	Yes	0	251,234.96		
3	3.1	AVID	Yes	$639,381.00	665,184.26		
3	3.2	College Campus Tours	Yes	$35,359.00	13,339.32		
3	3.3	AP Testing For Low Income Students	Yes	$50,000.00	154,469.48		
3	3.4	Future Ready Innovative Tech	Yes	$212,065.00	212,065.00		
3	3.5	Future Ready Family	Yes	$1,000.00	250.00		
3	3.6	Project Lead the Way Partnership	Yes	$12,500.00	12,500.00		
3	3.7	Academic Competitions	Yes	$35,000.00	20,000.00		
3	3.8	Visual and Performing Arts (VAPA) & Science, Technology, Engineering, Arts, Math (STEAM) enrichment	Yes	$40,000.00	56,300.00		
3	3.10	PSAT	Yes	$40,000.00	16,040.00		
3	3.11	High School Transitional Honors Boot Camp	Yes	$8,000.00	2,000.00		
3	3.12	Articulation of UUSD Pathways Internal	Yes	$2,000.00	500.00		
3	3.13	Articulation of Pathways with Community Colleges	Yes	$4,000.00	1,000.00		
3	3.14	District Technology Learning Programs	Yes	$107,000.00	85,765.81		
3	3.15	Educational Tech Services	Yes	$181,034.00	162,012.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.16	Senior Walk	Yes	$3,000.00	750.00		
3	3.17	Technology Support & Training	Yes	$2,500.00	625.00		
3	3.18	Director of Communications	Yes	$150,000.00	162,214.72		
3	3.19	District Web-Site Implementation	Yes	$37,000.00	39,292.78		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
92148803	14,326,835	0	15.55%	$11,426,124.76	0.00%	12.40%	$2,900,710.24	3.15%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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