Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

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2017-20 Plan Summary

The Story

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

The Upland Unified School District is located in Upland, California at the base of the San Gabriel Mountains. Our school district consists of a pre-school program housed at two sites, nine elementary schools, one TK-8 Science, Technology, Engineering, and Math (STEM) Academy, two junior high schools, one comprehensive high school, one alternative high school, and one adult education school. We serve a diverse group of students. Our student population is 10.3% English Learner and 57.2% are classified as Low Income, our LCFF Unduplicated count is 58.4% and 82.4% of our English Learner students speak Spanish, additional languages include Arabic, Indonesian, Mandarin, and Vietnamese. Our Student population is made up of many ethnicities with the 56.3% identifying as Hispanic Latino, 24.9% White, 8.0% African American, 5.2% Asian, and 5.6% made up of other ethnicities. The mission of our school district is as follows, "Upland Unified School District prepares and inspires all students to maximize their academic potential and to thrive in a complex global society."

LCAP Highlights

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

This year's LCAP contains goals and actions designed to support our district transition to a Multi-Tiered System of Supports (MTSS) framework. As a Demonstration District for this initiative, we are partnering with the San Bernardino County Superintendent of Schools to implement MTSS and serve as a model for other districts. Our LCAP represents an alignment of initiatives and resources aimed at supporting

MTSS. To that end, we are continuing with our LCAP goals as follows:
1. Implement a Multi-Tiered System of Supports (MTSS) that aligns programs and services to meet the academic, social, emotional and physical needs of students
2. Ensure equitable access and use of innovative technology
3. Improve consistency and equity in teaching and rigorous learning experiences
4. Improve parent and community engagement

Review of Performance

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

Greatest Progress

Our focus on programs and services to meet the academic, social, emotional and physical needs of our students is reflected in various indicators. Our graduation rate is strong, with our homeless and African American students enjoying the largest year-over-year increases. Our college eligible "A-G" rate has nearly doubled over the past four years to almost 60%. Our emphasis on rigorous teaching and learning, our college going culture, the growth of programs like AVID, numerous field trips to various universities and colleges, and access to an abundance of programs in the visual and performing arts, career technical education, and athletics, help prepare our students for life beyond high school and allows them to leave our system with the knowledge and skills to choose from a variety of post-secondary options. Through our continued focus on developing Systems of Support, we've added both academic and social-emotional supports to ensure the success of all students, including low-income students, English learners, and foster youth.

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

Greatest Needs

Upland Unified School District's performance, based on data from the 2016/17 California Dashboard, is as follows:

Overall Performance: "Orange"
-English Learners
-Mathematics

Listed below is a summary of steps we will take to address these areas:
-To support English learners, we will continue to provide professional learning to support the successful implementation of the ELA/ELD adoption and the implementation of the ELA/ELD standards. We will continue to strengthen the site leaders' capacity to lead and support instructional practice that benefits English learners. We will continue to enhance assessment practices, including the addition of universal screeners and formative assessments, in order to diagnose language needs and monitor progress.
-To increase performance in mathematics, we will continue ongoing, job-embedded professional learning around mathematics that was initiated in 2017/18. This professional learning is driven by our relationship with DNA Mathematics, whose focus is on shifting instructional practice and giving a greater role to students in sense making and problem solving. Our teachers-on-assignment will focus on supporting teachers to grow in their instructional practice.

We will monitor performance for these and other indicators on a regular basis through our local data and assessment system and adjust practice based on feedback.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on data from the Fall 2017 California Dashboard, the following performance gaps exist:
-Students with Disabilities have a lower graduation rate and are performing lower in English language arts when compared to All Students' performance.
-Homeless, Foster Youth, and Pacific Islanders have higher suspension rates when compared to All Student performance.

Listed below is a summary of steps we will take to address these areas:
-To support Students with Disabilities to achieve a stronger graduation rate and performance in English language arts, we will expand access to general education coursework and continue to strengthen teachers' capacity to support students with disabilities with impactful instructional practices.
-To reduce suspension rates for Homeless, Foster Youth, and Pacific Islanders, we will implement a behavioral response system that includes "other means of correction". We also will continue to expand health/wellness supports for staff and families.

We will monitor performance for these and other indicators on a regular basis through our local data and assessment system and adjust practice based on feedback.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

In order to support the needs of our low-income students, English learners, and foster youth, we will be engaging in the following initiatives:
-Continued implementation of a Multi-Tiered System of Supports (MTSS) that emphasizes quality first instruction, uses data to inform decision making and has appropriate supports and interventions for

targeted student groups
-Improve consistency and equity in programs and services for targeted student groups with a focus on research-based supports and interventions
-Provide additional supports and interventions to support identified student groups' access to rigorous teaching and learning, strategies to engage them in school, and opportunities to participate in robust enrichment programs in areas such as visual and performing arts, career technical education, and athletics.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$115,064,462
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$10,636,840

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Upland Unified School District's LCAP does not describe all General Fund budget expenditures. The following are basic services not included in our LCAP:
-Cost of base program (e.g. staff salaries, benefits, curriculum, classroom consumables, basic supplies, etc.)
-Cost of overhead (e.g. utilities, supplies, etc.)
-Contributions to program not included in the LCAP (e.g. Adult Education funding, Career Technical Education Incentive Grant Funds)
-Mandatory contributions to routine maintenance
-Mandatory contributions to special education

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$97,047,650

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Two schools, Upland Junior and Cabrillo Elementary, will begin exploration of the MTSS framework school wide. Upland Unified School District will participate as a SUMS MTSS County Knowledge Demonstration District and support the implementation of Cabrillo Elementary and Upland Junior High School as MTSS Knowledge Development Schools.	Completed. Upland Junior and Cabrillo Elementary, began exploration of the MTSS framework school wide. Upland Unified School District participated as a SUMS MTSS County Knowledge Demonstration District and support the implementation of Cabrillo Elementary and Upland Junior High School as MTSS Knowledge Development Schools.
Our two Knowledge Development Sites will be operational as MTSS schools with 5 additional schools beginning implementation. All staff will receive professional development to support their understanding of Multi-Tiered System of Supports (MTS) and Universal Design for Learning.	Our two KDS sites became operational as MTSS schools. All schools received professional development to support their understanding of Multi-Tiered System of Supports (MTSS) and Universal Design for Learning.
Our remaining five schools will begin year one implementation of PBIS. All school sites will implement Positive Behavior Interventions and Supports (PBIS) Systems.	Our remaining five schools completed year one PBIS training. Nine school sites implemented Positive Behavior Interventions and Supports (PBIS) Systems. The remaining five schools will begin implementation in 2018/19.

Expected	Actual
Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement. Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.	All site Single Plans included goals to support implementation of the California State Standards.
There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics: 1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements. 2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments. 3. There will be a 5% increase in students' college readiness as measured by EAP. 4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better. 5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.	1. The 2017 A-G completion rate was 55.1% district-wide, up from 46% in 2016. 2. Approximately 40% of students are writing at proficient levels as measured by local assessments at UHS, up from 37.3% in 2016/17. 3. In 2017 28.1% of students were conditionally ready or ready for college mathematics, compared to 29.9% in 2016 as measured by EAP. For ELA, 61.37% were conditionally ready or ready for college ELA in 2017 compared to 68.6% in 2016. 4. Regarding Advanced Placement, 640 students took at least one exam in 2017, compared to 562 in 2016; 761 exams had a passing score of 3 or better in 2017 compared to 674 in 2016. 5. CTE Pathway - In 2017/18 840 students enrolled in an academic pathway, up from 558 in 2017 and 375 in 2016. In 2017 89 students completed an academic pathway, down from 176 in 2016. Data for 2018 will be available in summer.

Expected	Actual
75% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).	As of May 2018 FAFSA reporting, 589 out of 797 seniors (73.9%) have completed their FAFSA application.
There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.	Student performance increased at the following rates, as measured by key indicators on the 2017 California Physical Fitness Test. • Grade 5, 50.6% (3.1% increase) • Grade 7, 70.4% (5.1% increase) • Grade 9, 59.3% (0.1% decrease)
District-wide Attendance Rate will be 97% or higher.	District-wide attendance is 96.22% as of February 2018.
Graduation Rate, district wide and for all subgroups, will be 95% or higher.	2016-2017 District-wide cohort graduation rate is 92.4%.
District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.	The 16-17 District-wide Attendance Chronic Absenteeism Rate is 9.7%. This is the first rate to be published by CDE. Year-over-year comparisons will become available next year.
District-wide Suspension rate will decrease by 5%	The 16-17 District-wide Suspension Rate was 2.5%, down from 4.3% in the 2015/16 school year. This reflects a 41.9% decrease.
Expulsion rate will remain at 0%.	The 2016/17 expulsion rate was 0.68%.

Expected	Actual
Monitor and decrease by 1% the number of middle school dropouts.	The 2016/17 Middle School Dropout Rate is 0.0626%, down from 0.25% in 2015/16.
Monitor and decrease by 1% the number of high school dropouts.	The 2015/16 Cohort Dropout Rate was 5.1%. Data for 2016/17 is not yet available.

Actions/Services

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

Action 1

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

Provide professional development to teachers so that all students in grades K-2 will receive intensive reading intervention support.	Professional development was provided to all general education teachers regarding the new adopted instructional materials and Fountas and Pinnell reading assessment.	a) $50,000 b) $10,000 c) $20,000 d) $20,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) $65,619 b) $20,716 b) $2,816 c) $11,839 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action 2

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

Maintain Literacy Labs in all Title I schools.	Literacy Labs were maintained at all Title I schools. Funding for this Action was moved to site-based Title I.	a) $900,000 b) $100,000 c) $80,000 d) $20,000 e) $20,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	There are no LCAP expenditures related to this action. This Action was funded by Title I.

Action 3

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

Provide additional support for Low Income, Foster Youth, English Learner, and Special Education students in reading.	Partially completed. This action will continue to be part of our implementation of a Multi-Tiered System of Supports framework.	a) $200,000 b) $50,000 c) $80,000 a) LCFF b) LCFF c) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies	a) $225,350 b) $189,807 c) $116,791 d) $38,288 e) $22,781 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action 4

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

Provide sites with adequate funding to ensure that Integrated/Designated ELD instruction is consistent with the ELA/ELD Framework, the EL Master Plan, and part of every schools' Single Plan for Student Achievement.	Sites have received materials and training to support effective implementation.	a) $196,770 b) $80,000 c) $80,000 d) $20,000 e) $20,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) $277,797 b) $72,729 c) $108,080 d) $42,987 e) $35,116 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action 5

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

Provide adequate funding to support Visual and Performing Arts instruction in grades K-6.	Funding was provided to support Visual and Performing Arts instruction in grades K-6, with a focus on music. This action will be continued to ensure equitable access to Visual and Performing Arts instruction in grades K-6.	a) $65,000 b) $10,000 c) $16,000 d) $4,000 e) $100,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) $52,300 b) $15,200 c) $1,175 d) $12,308 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action 6

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

Provide adequate funding to support physical education, athletics participation, and student engagement through, • Physical education instruction for all students in grades 1-6 • Enhancing and supporting the athletic programs at Upland High School • Supporting our junior high and middle school programs' participation in our local athletic league • Supporting Hillside High School's participation in our local alternative high school athletic league	Students in grades 1-6 had access to physical education instruction, 50% of which was provided by physical education specialists. Students at Upland High School, Hillside High School, Upland Junior High, and Pioneer Junior High had opportunities to participate in a variety of athletic programs.	a) $300,000 b) $60,000 c) $140,000 d) $30,000 e) $50,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) $312,555 b) $68,773 c) $114,510 d) $10,185 e) $7,342 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action 7

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

Enhance the educational program at Hillside High School by adding elective choices and continuing the pregnant minors program.	Hillside High School's pregnant minor program is in place and provided students with children the opportunity to attend school.	a) $80,000 b) $20,000 c) $80,000 d) $20,000 e) $20,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) $49,071 b) $40,779 c) $2,666 d) $1,600 a) LCFF b) LCFF c) LCFF d) LCFF a) Classified Salaries b) Benefits c) Books / Supplies d) Other Services

Action 8

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

Continue implementation of schoolwide Positive Behavior Intervention Support systems with appropriate options for other means of corrective action prior to suspension at all school sites.	All sites have received tiered training regarding schoolwide Positive Behavior Intervention Support systems and are at various levels of implementation.	a) $100,000 b) $40,000 c) $40,000 d) $10,000 e) $50,000 f) $100,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) $125,000 b) $426 c) $51,627 d) $6,543 e) $279,875 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action 9

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

Research and implement strategies to improve attendance rates at all school sites that include supports and interventions for students and families.	Attendance incentive programs were established at each of the sites.	a) $40,000 b) $10,000 c) $8,000 d) $2,000 e) $40,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) 46,141 b) $42,117 c) $21,655 d) $394 e) $14,977 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action 10

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

Research and implement a comprehensive guidance program (7-12) that includes yearly counseling sessions with student and parents regarding college and career planning, A-G course monitoring, and research based interventions.	Counselors developed a vision, mission and goals for a comprehensive guidance program (7-12). They established grade level-specific lessons and meetings to which students will have equitable access, which is supported by a partnership with the California College Guidance Initiative.	a) $40,000 b) $10,000 c) $40,000 d) $50,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) $20,000 b) $7,245 c) $35,868 a) LCFF b) LCFF c) LCFF a) Certificated Salaries b) Benefits c) Other Services

Action 11

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

Provide expanded counseling services to all school sites for students and families through the Upland Unified School District Counseling Center to serve the needs of our targeted populations.	Expanded counseling services were provided to all school sites through the Upland Unified School District Counseling Center.	a) $80,000 b) $25,000 c) $40,000 d) $10,000 e) $25,000 f) $50,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) $70,109 b) $47,111 c) $25,299 d) $684 e) $138,083 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

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

Analysis

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

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

Actions and services in this goal were generally implemented as planned. We continued to make progress toward building a Multi-Tiered System of Supports for our students. Areas of continued need will be addressed in our 2018/19 LCAP.

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

The actions and services included in this goal area supported a number of positive outcomes, while some indicators remained flat or declined slightly. Highlights include the continued successful expansion of schools involved in MTSS and PBIS, a decreased suspension rate, an increased A-G rate, and an increase in the number of students taking and passing Advanced Placement exams. Indicators that remained flat, declined slightly, or didn't reach the intended target will continue to be areas of focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actuals and budgeted expenditures were due primarily to differences in staffing expenditures, based upon particular employees filling a position, the number of subs used, or the hourly rate and number of hours. In some cases, there were unanticipated costs and/or instances, such as Action 2, in which anticipated costs were covered by a funding source not related to LCAP.

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

This goal will remain the same. However, we added the following actions and services for 2018/19 based upon data and feedback from stakeholder input:

-Begin implementation of an Integrated Framework for special education students which will ensure that students expected to receive a high school diploma are receiving quality instruction in the general education setting for the majority of the day.
-Further develop partnerships with community based mental health providers in helping students and families access resources in the community.
-Provide secondary students with education and training to include: suicide prevention, substance abuse prevention, sexual health, and Crossroads pro-social behavior curriculum.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The daily use of technology for instruction, lesson delivery and assessment will increase by 10% as measured by walkthrough, student survey, teacher survey, and system use report data.	There were 20,385 active Google Users in 2017/18. Gmail for students has been activated for some grade levels at all sites: Elementary - 5th and 6th; Jr. High Schools and High Schools - All Grades.
Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.	As of January 31, 2018: • 7,634,242 page views compared to 8,667,062 page views for the same period in 2017. This is a 12% decrease. • 162 registered and active teacher websites compare to 165 in 2017. This represents no significant change. • 3,517 registered students/households in 2018 compared to 3540 in 2017. This represents no significant change.

Expected	Actual
Facilities will be in good repair to support instruction, technology infrastructure, and use.	Facilities are in good repair to support instruction, technology infrastructure, and use, as evidenced by the Facilities Inspection Tool (FIT).
100% of our students will have daily access to technology for instructional purposes, including for the purpose of implementing the CCSS for all students, including EL.	100% of our students have daily access to technology for instructional purposes. There were 13,494 Chromebooks and 453 iPads in use during the 2017/18 school year. There are 579 WiFi Access Points available to students and staff in our facilities.
District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.	The results on the Fall 2017 California Accountability Dashboard indicated a maintained or improved level in the following areas: -Graduation Rate -Suspension Rate The results indicated a decrease in the following areas: -English Learner Progress -English Language Arts -Mathematics

Actions/Services

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

Action 1

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

Provide professional development and training in the use of instructional and assessment technology, including the use of Illuminate, School Loop, Google Apps for Education, other Learning Management Systems and collaboration via video conferencing (hangouts, etc.).	Professional development was provided to staff, including classified staff, on the use of Illuminate, School Loop, Google Apps for Education, other Learning Management Systems and collaboration.	a) $80,000 b) $25,000 c) $40,000 d) $10,000 e) $50,000 f) $50,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) $82,813 b) $35,367 c) $5,589 d) $110,548 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action 2

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

Implement one-to-one devices at all sites (leading to take home options). Redistribute tech support and provide tech leads at all sites. Investigate and pilot furniture that would facilitate a collaboration and multiple seating/standing arrangements.	One-to-one devices were implemented at all sites, including a take-home pilot at all sites. There are tech leads at all sites. Some sites piloted furniture to facilitate collaboration and multiple-seating/standing arrangements.	a) $80,000 b) $20,000 c) $25,000 d) $7,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits	There were no LCAP expenses related to this action. Expenses from this action were charged to other funding sources.

Action 3

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

Increase online resources and access to technology for ALL students at ALL sites to include, • Assistive Technology for Special Education Students • Piloting of new technology (Virtual Reality, Spyros…) • Resources for technology skills development (basic knowledge of devices, typing skills, programs and applications…)	This action increased online resources and access to technology: -Assistive Technology is available for special education students. The action will continue to explore additional options and expanded use. -New technology was implemented, including Spheros and Google Expedition kits. -Resources are shared at Tech Leads' meeting to increase technology skills development for students and staff, for example: new adoptions have technology components, typing program is available to sites.	a) $60,000 b) $20,000 c) $25,000 d) $7,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits	a) $364 b) $7,260 a) LCFF b) LCFF a) Books/Supplies b) Other Services

Action 4

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

Provide training on the Technology Integration Matrix (TIM) K-12 grade technology scope and sequence of student learning goals to include computer science elements at all grade spans (coding, robotics…)	All sites have administered the TIM teacher survey to staff. The survey provided feedback to teachers about activities to advance their skills.	a) $60,000 b) $20,000 c) $25,000 a) LCFF b) LCFF c) LCFF a) Certificated Salaries b) Certificated Benefits c) Other Services	a) $50,926 b) $23,994 c) $687 a) LCFF b) LCFF c) LCFF a) Certificated Salaries b) Benefits c) Books/Supplies

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

Analysis

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

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

Overall implementation of actions and services for this goal was very high. Our adherence to the actions and services in this goal led to continued equitable access to and innovative use of technology. One-to-one devices with 579 wifi access points are available to our students district-wide and are integrated into instructional practice. Professional development was provided at the site and district levels to support practices that integrate technology. A pilot that allowed students to take home devices was conducted at each site in spring. A number of teachers used innovative technology in their instruction to support student learning.

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

Evidence of implementation affirms that the actions and services in this goal led to an increase in access and use of technology. The key impact of these actions/services, as outlined in the metrics for this goal, involved students' access to devices and an increased use of technology-based applications, such as Google Classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actuals and budgeted expenditures were due primarily to the use of funding sources not related to LCAP.

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

No changes to this goal will take place. We will continue to use this goal to enhance and improve our use of technology throughout the district.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

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

Expected	Actual
All teachers, paraprofessionals, and administrators will attend at least four professional development opportunities in the areas of curriculum, instruction, and assessment.	All UUSD staff participated in Upland University sessions in October 2017, and some staff participated in professional development opportunities at the site and district level throughout the year. We did not have a system in place to assemble data in order to monitor the number of professional development opportunities in which each staff member participated over the course of the year. We developed a partnership with SBCSS to use their Organization Management System to do this in 2018/19.
All classroom teachers will use standards aligned curriculum, identify and implement appropriate instructional supports and interventions aimed at addressing the needs of Foster Youth, Low Income, English Learner, and Special Education students.	Classroom teachers used standards aligned curriculum. Walkthroughs indicate that many staff identified and implemented appropriate instructional supports and interventions aimed at addressing the needs of Foster Youth, Low Income, and English Learner students. Overall achievement in English language arts and mathematics based on the California Accountability Dashboard, as well as specific data for English learners, indicates a need for continued professional learning in this area.

Expected	Actual
District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.	The results on the Fall 2017 California Accountability Dashboard indicated a maintained or improved level in the following areas: -Graduation Rate -Suspension Rate The results indicated a decrease in the following areas: -English Learner Progress -English Language Arts -Mathematics
Academic Performance Index is currently suspended.	Academic Performance Index is currently suspended.
100% of our teaching staff will be highly qualified and appropriately assigned.	100% of our teaching staff is highly qualified and appropriately assigned.

Expected

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

Actual

California transitioned from the CELDT to the ELPAC to measure English Proficiency. AMAO's have been replaced by the California School Dashboard. Dashboard results are listed below.
-15-16 CELDT Takers (Initials and Annual) 1,304
-16-17 CELDT Takers (Initials and Annual) 1,202
-192 Students were redesignated in 15-16
-227 students were redesignated in 16-17

The California School Dashboard provides an English Learner Progress Indicator. It shows the percent of English Learners who made progress towards English proficiency:
-In 2015, 72.8% of ELs made progress towards proficiency.
-In 2016,77.9% of ELs made progress towards proficiency.
-In 2017, 74.2% of ELs made progress towards proficiency.

Expected

There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics:
1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements.
2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments.
3. There will be a 5% increase in students' college readiness as measured by EAP.
4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better.
5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.

Actual

1. The 2017 A-G completion rate was 55.1% district-wide, up from 46% in 2016.
2. Approximately 40% of students are writing at proficient levels as measured by local assessments at UHS, up from 37.3% in 2016/17.
3. In 2017 28.1% of students were conditionally ready or ready for college mathematics, compared to 29.9% in 2016 as measured by EAP. For ELA, 61.37% were conditionally ready or ready for college ELA in 2017 compared to 68.6% in 2016.
4. Regarding Advanced Placement, 640 students took at least one exam in 2017, compared to 562 in 2016; 761
exams had a passing score of 3 or better in 2017 compared to 674 in 2016.
5. CTE Pathway - In 2017/18 840 students enrolled in an academic pathway, up from 558 in 2017 and 375 in 2016.
In 2017 89 students completed an academic pathway, down from 176 in 2016. Data for 2018 will be available in summer.

Actions/Services

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

Action 1

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

Provide professional development to teachers so that all students in grades K-2 will receive intensive reading intervention support.	Professional development was provided to all general education teachers regarding the new adopted instructional materials and Fountas and Pinnell reading assessment.	a) $60,000 b) $20,000 c) $25,000 d) $25,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) $65,000 b) $22,500 c) $5,345 d) $1,307 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action 2

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

Provide intervention support during and beyond the school day, week, and year for struggling students in Reading, Writing, Algebra and Geometry.	Intervention supports were provided to students, including support on Saturdays and during the summer. Reading intervention support at secondary sites included targeted programs, such as Achieve 3000.	a) $175,000 b) $50,000 c) $40,000 d) $10,000 e) $50,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) $164,492 b) $33,400 c) $60,446 d) $6,011 e) $49,517 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action 3

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

Provide additional intervention support during and beyond the school day, week, and year for struggling English Learner, Foster Youth, Low Income, and Special Education students in Reading, Writing, Algebra and Geometry.	Intervention supports were provided for struggling English Learner, Foster Youth, Low Income, and Special Education students, including support on Saturdays and during the summer. Reading intervention support at secondary sites included targeted programs such as Achieve 3000.	a) $50,000 b) $10,000 c) $25,000 d) $7,000 e) $25,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) $47,000 b) $26,487 c) $17,125 d) $27,812 e) $43,661 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action 4

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

Design an enrichment program PreK-12 that provides rigorous learning experiences beyond the standards for all students.	Students participated in academic competitions, such as History Day, Science Fair, and the Rube Goldberg competition.	a) $70,000 b) $20,000 c) $25,000 a) LCFF b) LCFF c) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies	a) $72,000 b) $21,050 c) $7,474 d) $35,735 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action 5

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

For Low Income, Foster Youth, Special Education and English Learners: Provide additional supports for, • Diagnostic tools to identify reading, writing, and math proficiency levels • Writing instruction through Literacy Labs and other supports • MTSS supports at each site • Refine the SST process at all sites • Instructional round and peer observation protocols • Reading intervention program at secondary sites	Fountas and Pinnell, a diagnostic tool to identify reading proficiency levels, was implemented. Writing instruction was a focus in Literacy Labs. Sites began exploring MTSS supports and this will continue to expand. Reading intervention programs such as Achieve 3000 were used at secondary sites.	a) $70,000 b) $20,000 c) $25,000 d) $7,000 e) $25,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) $68,500 b) $20,068 c) $26,633 d) $36,355 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Other Services

Action 6

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

Provide AVID training to staff in order to support our AVID students and programs.	AVID training was provided to staff, including the AVID Summer Institute.	a) $90,000 b) $20,000 c) $40,000 d) $10,000 e) $38,000 f) $50,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) $93,400 b) $47,240 c) $34,090 d) $19,765 e) $61,040 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action 7

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

Maintain the Foster Youth Case Manager to support our Foster Youth students.	A Foster Youth Case Manager supported Foster Youth Students.	a) $90,000 b) $20,000 a) LCFF b) LCFF a) Classified Salaries b) Classified Benefits	a) $70,539 b) $17,435 a) LCFF b) LCFF a) Classified Salaries b) Classified Benefits

Action 8

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

Provide teachers subscription to participate in Teaching Channel forums.	Teaching Channel subscriptions are in place for all teachers.	a) $20,000 b) $4,000 c) $10,000 d) $2,000 e) $10,000 f) $30,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) $27,250 b) $10,970 c) $7,562 d) $591 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies

Action 9

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

Provide a comprehensive induction program for first and second year teachers, • To support an optimum learning environment and instructional program to support 21st century learning skills • Provide a training for new special education teachers that emphasizes requirements of IEPs and practices bound to IDEA	First and second year teachers were provided a comprehensive induction program. New special education teachers received additional training that emphasized requirements of IEPs and practices bound to IDEA.	a) $60,000 b) $8,000 c) $10,000 d) $5,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) $82,000 b) $14,560 c) $1,531 d) $96,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action 10

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

Implement the new 9-12 ELA/ELD adoption by, • Purchasing ELA/ELD materials 9-12 • Providing professional development to 9-12 teachers on the new adoption • Designing of a system of peer observation and support for 9-12 teachers	ELA/ELD materials were purchased for grades 9-12, and initial professional development on the new adoption was provided by the publisher. "Spotlight" peer observation system has been launched and is in progress.	a) $100,000 b) $15,000 c) $850,000 d) $50,000 a) LCFF b) LCFF c) Lottery d) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) $69,450 b) $26,825 c) $850,000 d) $1,525 a) LCFF b) LCFF c) Lottery d) LCFF a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action 11

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

Implement the new 8-12 World Languages adoption by, • Purchasing World Languages materials 8-12 • Providing professional development to 8-12 teachers on the new adoption • Designing of a system of peer observation and support for 8-12 teachers	World Language materials were purchased for grades 8-12, and initial professional development on the new adoption was provided. "Spotlight" peer observation system has been launched and is in progress.	a) $20,000 b) $5,000 c) $270,000 d) $50,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) $5,600 b) $1,245 a) LCFF b) LCFF a) Certificated Salaries b) Benefits

Action 12

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

Implement the new PreK-12 mathematics adoption by, • Purchasing mathematics materials PreK-12 • Providing professional development to PreK-12 teachers on the new adoption • Designing of a system of peer observation and support for PreK-12 teachers	Mathematics materials were purchased for grades PreK-12, and initial professional development on the new adoption was provided by the publisher. Additional professional development commenced in February 2018 and continued with a three-day seminar in June 2018. "Spotlight Classroom" visits allowed some teachers to visit others' classrooms.	a) $200,000 b) $30,000 c) $1,671,876 d) $50,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) $188,531 b) $32,242 c) $1,648,383 d) $15,410 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action 13

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

Research and implement programs and services to support College and Career readiness to include, -A district-wide articulated PreK-12 STEM program -Increasing Career Technical Education (CTE) opportunities for grade 7-12 students -Increasing Academy (Career Pathway) offerings at our high schools including but not limited to the Media, Arts, Entertainment, PLTW, Health, Engineering, Architecture, and Computer Science at our high schools -Additional supports for English Learner, Low Income, Foster Youth, Homeless, and Special Education students.	Opportunities and offerings for CTE and Career Pathway offerings were enhanced. Secondary Career Pathway teachers, as well as teachers from other sites, participated in professional development to develop their capacity to implement Project Based Learning. Teachers from several sites visited innovative schools with notable practices related to STEM and CTE to enhance programs and services at their sites. STEM program and related supports for English Learner, Low Income, Foster Youth, Homeless, and Special Education students are in progress.	a) $100,000 b) $30,000 c) $100,000 d) $20,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) $109,815 b) $28,417 c) $31,331 d) $84,401 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action 14

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

Support General Education / Special Education Teacher collaboration model.	This action supported General Education/Special Education Teacher collaboration model. Teachers participated in GET, SET, Go professional development regarding various collaboration models.	a) $20,000 b) $4,000 c) $10,000 d) $10,000 a) LCFF b) LCFF c) LCFF d) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) $33,750 b) $5,264 c) $10,982 a) LCFF b) LCFF c) LCFF a) Certificated Salaries b) Certificated Benefits c) Other Services

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

Analysis

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

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

Overall implementation of the actions and services for this goal was high, with a few actions being partially met. As noted in the narratives and the data, we made progress in a number of areas related to the actions and services outlined in this goal. Areas of continued need will be continued or enhanced in our 2018/19 LCAP.

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

As evidenced in the narratives and the data, the actions and services had an impact on rigorous teaching and learning. Based upon initial indications from the 2018 CAASPP administration, we expect our overall ELA and mathematics performance to remain at the same level as the previous year. Our A-G rates, Advanced Placement participation and assessment rates, and participation in AVID have increased over the past two years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actuals and budgeted expenditures were due primarily to differences in staffing expenditures, based upon particular employees filling a position, the number of subs, or hourly rate and number of hours. In addition, there were unanticipated costs and/or instances, such as Action 11, in which anticipated costs were covered by funding sources not related to LCAP.

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

This goal will remain the same in 2018/19. In response to data and stakeholder feedback, we made the following modifications:
-We modified an action to include students at all grade levels needing reading support. The original action was limited to grades K-2.

-We will expand case management for Foster Youth, and expand this service to include support for Homeless students.
In addition, we added the following actions to the 2018/19 LCAP:
-We will support the adoption of new History-Social Science materials in grades 7-12.
-We will support the implementation of the Next Generation Science Standards.
-We will develop a comprehensive system to monitor student performance and inform instructional practice.
-Certificated and classified staff will receive two days of professional development that supports the achievement of students.
-We will provide transportation to unduplicated pupils.

Goal 4

Based on stakeholder engagement including the Annual Update, design a system for meaningful family engagement that promotes parent involvement and education through parent institutes, committees, workshops, attendance at school events, and volunteering at schools

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The number of opportunities for parents to meaningfully engage in school events will increase by 10% and will include opportunities to seek parent input.	This is the first year that we collected data on this outcome. In 2017/18: -There was an average of 44 site based activities that parents had the opportunity to participate in. -There was an average of 21 opportunities for parents to provide input.
All schools will include a parental involvement goal in their Single Plans for Student Achievement.	All schools included a parental involvement goal in their Single Plans for Student Achievement.

Expected	Actual
All schools will present at least two parent education courses per semester.	Nine (9) schools that provided at least one (1) parent education course for the 2017-2018 school year.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent workshops on the use of technology to support student achievement including School Loop and other Learning Management Systems.	Nine (9) sites provided parent training and exposed parents to the use of technology during that training. There were no specific workshops for parents on the use of technology.	a) $25,000 b) $5,000 c) $20,000 a) LCFF b) LCFF c) LCFF a) Certificated Salaries b) Certificated Benefits c) Books / Supplies	There were no expenses related to this Action.

Action 2

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

Provide all school sites with School Loop and/or Aeries parent portal.	All school sites have School Loop and/or Aeries Parent Portal.	a) $25,000 b) $5,000 c) $20,000 d) $5,000 e) $10,000 f) $80,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) $55,861 b) $33,759 c) $1,546 d) $86,068 a) LCFF b) LCFF c) LCFF d) LCFF a) Classified Salaries b) Benefits c) Books / Supplies d) Other Services

Action 3

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

Research, identify, and provide parent workshops, academies, and training on how to support student achievement.	We researched workshops for parents to attend, such as the Parent Institute for Quality Education (PIQE). We also researched workshops offered the San Bernardino County Superintendent of Schools and provided opportunities to parents to attend a series of sessions.	a) $25,000 b) $5,000 c) $20,000 d) $5,000 e) $10,000 f) $15,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) $364 b) $7,260 a) LCFF b) LCFF a) Books / Supplies b) Other Services

Action 4

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

Research best practices and implement a program to, • Support more parent involvement using the California Parent Engagement Framework • Flexible, extended hours, and virtual availability of school libraries, counseling departments, and offices • Surveying parent needs and interests • Flexible scheduling of parent events, workshops, and trainings	We surveyed parents November 2017 on needs and interests and we received over 700 responses. A Parent Passport was established to formalize parent participation and engagement. We researched workshops, trainings, institutes, such as the Parent Institute for Quality Education (PIQE). We provided County Workshop series to all interested parents.	a) $25,000 b) $7,000 c) $20,000 d) $5,000 e) $10,000 f) $15,000 a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) $687 a) LCFF a) Books / Supplies

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

Analysis

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

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

Implementation of the actions in this goal varied. Parents at all sites were provided access to School Loop or Aeries Parent Portal. Training on the use of these and other technology-based applications will benefit from additional focus. We can also continue to develop best practices related to parent involvement. Actions will be continued in the 2018/19 LCAP.

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

The overall effectiveness of this goal reflects both strengths and areas for growth. We engaged in intentional actions to increase parent involvement, such as the parent passport, and there were a number of parents who gave significant time to the schools as a result. As reflected in the narrative and expenditures, many actions were implemented partially or were not implemented. In addition, the results of the parent survey distributed in November indicated that 84% agreed or strongly agreed that their child's school is very good about staying in touch and 82% agreed or strongly agreed that there are many different ways they can be involved with the school. In addition, 51% agreed or strongly agreed that the school provides them and their families a variety of ways to be involved in school improvement planning and decision-making at my child's school. However, only 36% agreed or strongly agreed that the district provides them and their families with a variety of ways to be involved in school improvement planning and decision-making for all the schools within the district.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actuals and budgeted expenditures were due primarily to actions being partially implemented or because the expenses for this action were covered by a funding source not related to LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal and related actions and services will continue in 2018/19.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The Upland Unified School District's goal is to provide parents, community members, staff and students input in the development and review of the LCAP goals. Input and Information sessions were held on several occasions as referenced below.

Upland Unified convenes strategic planning sessions to guide the strategic work of our district as a whole, as well as specific sites and programs. The feedback and input presented by the varied stakeholders informs our year-long objectives, as well as our district-wide strategic plan and Local Control Accountability Plan. The following sessions occurred this year:

- August 14, 2017 - District
- August 15, 2017 - Special Education
- August 31, 2017 – Foothill Knolls
- September 14, 2017 - Upland High
- May 16, 2018 - Upland High
- May 24, 2018 – Student Support Services
- June 11, 2018 - Foothill Knolls
- June 12, 2018 - Special Education

Upland assembled an LCAP Advisory Committee that oversees the development of the LCAP. The group consists of various stakeholder groups including students, parents (including EL, foster youth, homeless, and low income representatives), community members, teachers, support staff, representatives from each of the bargaining units, principals and other administrators. LCAP Advisory Committee meeting were held on the following

dates:

- March 1, 2018
- May 30, 2018

On March 1, 2018, the LCAP Advisory Committee met to review the progress made on LCAP goals in 2017/18 school year, learn about planned next steps, and provide input regarding 2018/19 actions and services. The group also reviewed the agenda and outcomes of the the Community Forum, which took place on April 19, 2018. The LCAP Advisory Committee met again May 30, 2018, to review the revised LCAP.

In an effort to continue to increase stakeholder participation in the annual Local Control Accountability Plan (LCAP) process, our district hosted an LCAP Community Forum on Thursday, April 19, 2018, from 5:30 p.m. - 8:00 p.m. One hundred ten (110) stakeholders attended our interactive community forum. Participants included students, parents, classified/certificated/administrative staff members, and community members. We had representation from all student/parent groups including foster youth, homeless, English learner, low-income and special education. This year we asked each site/department to invite at least one student (grades 6-12), one parent, one classified staff member, one certificated staff member, and one administrator to take part in the Community Forum. Participants were presented with an overview of the progress made on each of our goals and proposed next steps. Participants also reviewed proposed actions and services, including those using federal funds (Titles I, II, and III). Following each presentation, participants were invited to fill out an online LCAP Feedback survey.

The online survey was also available to all community members on the UUSD website. A link was distributed to parents of Upland Unified students via email.

The final LCAP Draft was shared with the Upland Unified School Board on June 26, 2018, and made available for public comment at that time. Any and all questions were responded to in writing. Our LCAP was formally presented to our Board and approved June 28, 2018.

Impact on LCAP and Annual Update

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

Feedback and input from various stakeholder engagement opportunities contributed to the addition and refinement of goals in the following areas:
-A continued emphasis on wellness, with a Wellness Center pilot, an additional behavioral health therapist to expand counseling services, a community

resource worker to expand family outreach, and an increased partnership with mental health and medical providers
-Increased support for foster and homeless youth resulting in a half time case manager to respond to students' needs
-A continued focus on Positive Behavioral Interventions and Supports including the addition of a data tool to guide decisions and monitor impact
-Continued support for innovative technology, such as Google Expedition kits
-Expansion of professional learning to support the improvement of instructional practice, with continued support for recent instructional materials adoptions, and additional support in mathematics and science
-Continued professional learning for general and special education teachers to ensure that students with disabilities are provided access to general education courses
-A summer mathematics enrichment camp to build students' mathematical thinking and improve instructional practice
-Diagnostic and screening assessments to measure students' needs in literacy
-Continued support for the AVID program and its impact on students' ability to enroll and succeed in post-secondary education
- Focused training for parents, particularly in supporting their children to excel academically

Goals, Actions, & Services

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

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Upland Unified School District will participate as a SUMS MTSS County Knowledge Demonstration District and support the implementation of Cabrillo Elementary and Upland Junior High School as MTSS Knowledge Development Schools.	No Upland schools have MTSS in place.	Two schools, Upland Junior and Cabrillo Elementary, will begin exploration of the MTSS framework school wide.	MTSS frameworks will have been implemented at two schools with an additional six Upland School sites beginning the exploration phase.	Our last cohort of six schools will begin exploration of MTSS frameworks school wide.
All staff will receive professional development to support their understanding of Multi-Tiered System of Supports (MTSS) and Universal Design for Learning.	Two of our schools are MTSS Knowledge Development Sites and a district team supports their implementation of the framework	Our two KDS sites will be operational as MTSS schools with 5 additional schools beginning implementation.	Seven sites will be operational as MTSS schools with 4 additional schools beginning implementation.	Eleven sites will be operational as MTSS schools with 3 additional schools beginning implementation.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All school sites will implement Positive Behavior Interventions and Supports (PBIS) Systems.	Three schools sites are in year two of PBIS implementation and six school sites are in year one of PBIS implementation.	Our remaining five schools will begin year one implementation of PBIS.	All 14 school sites will be fully immersed in PBIS.	All 14 schools will have implemented PBIS with fidelity.
Each site will develop instructional goals to support implementation of new state standards for all students, including English Learners, to be included in their Single Plans for Student Achievement.	All site Single Plans included goals to support implementation of our new state standards.	Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.	Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.	Each site will develop instructional goals to support implementation of new state standards to be included in their Single Plans for Student Achievement.
There will be an annual increase in the number of students that graduate college and career ready as	Outcomes are as follows, 1. Our district projected A-G rate for the class of 2016 is 46%. That is an increase of more than 10% from 2015 which	There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics:	There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics:	There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by the following metrics: 1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements. 2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments. 3. There will be a 5% increase in students' college readiness as measured by EAP. 4. There will be a 5% increase in the number of students taking AP courses, associated AP	stood at 35.8%. 2. Local assessments were modified for this year and the data to assess this metric will be available next year. CAASPP results demonstrate an increase in writing scores district wide with 76% of our students scoring near or above standards. This is a 3% increase over 2015 (73%). 3. In 2016, 29.9% of students were conditionally ready or ready for college mathematics compared to 28.7% in 2015. For ELA, 68.6% were conditionally ready or ready for college ELA in 2016 compared to only 61.6% in 2015. 4. AP data is as follows; 820 students enrolled in 2016-2017 compared to 715 enrolled in 2015-2016; 562 students took at least	1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements. 2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments. 3. There will be a 5% increase in students' college readiness as measured by EAP. 4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better. 5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.	1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements. 2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments. 3. There will be a 5% increase in students' college readiness as measured by EAP. 4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better. 5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.	1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements. 2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments. 3. There will be a 5% increase in students' college readiness as measured by EAP. 4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better. 5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
exams, and passing with a score of “3” or better. 5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.	one exam in 2016 compared to 490 in 2015; 674 exams had a passing score of 3 or better in 2016 compared to 594 in 2015. 5. Pathway data is as follows; 558 students currently enrolled in a pathway compared to 375 in 2015-2016. In 2016, 176 students completed a pathway, data for 2017 will be available after graduation in June.			
75% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).	As of December 2016 FAFSA reporting, 581 out of 802 seniors (72.4%) have completed their FAFSA application.	75% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).	80% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).	80% of graduating seniors will complete the Free Application for Federal Student Aid (FAFSA).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.	2016 PFT results are as follows, Percentage of students meeting at least 5 of 6 fitness standards: • Grade 5, 49.1% (8.2% decrease) • Grade 7, 67% (0.7% decrease) • Grade 9, 59.4% (2.8% decrease)	There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.	There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.	There will be a 10% increase in student performance as measured by key indicators on the California Physical Fitness Test.
District-wide Attendance Rate will be 97% or higher.	District-wide attendance as of January 6 is 95.44%	District-wide Attendance Rate will be 97% or higher.	District-wide Attendance Rate will be 97% or higher.	District-wide Attendance Rate will be 97% or higher.
Graduation Rate, district wide and for all subgroups, will be 95% or higher.	2015-2016 District-wide cohort graduation rate is 92.5%.	Graduation Rate, district wide and for all subgroups, will be 95% or higher.	Graduation Rate, district wide and for all subgroups, will be 95% or higher.	Graduation Rate, district wide and for all subgroups, will be 95% or higher.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.	District-wide Attendance Chronic Absenteeism Rate yet to be published by CDE.	District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.	District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.	District-wide Attendance Chronic Absenteeism Rate (students absent 10% of the school year or more) will decrease by 5%.
District-wide Suspension rate will decrease by 5%	District-wide 2015 Suspension rate is 3.4%	District-wide Suspension rate will decrease by 5%	District-wide Suspension rate will decrease by 5%	District-wide Suspension rate will decrease by 5%
Expulsion rate will remain at 0%	Expulsion rate is 0%	Expulsion rate will remain at 0%.	Expulsion rate will remain at 0%.	Expulsion rate will remain at 0%.
Monitor and decrease by 1% the number of middle school dropouts.	District middle school dropout rate for 2016 is 0.25%	Monitor and decrease by 1% the number of middle school dropouts.	Monitor and decrease by 1% the number of middle school dropouts.	Monitor and decrease by 1% the number of middle school dropouts.

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

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $50,000 b) $10,000 c) $20,000 d) $20,000	a) $20,000 b) $3,805 c) $20,000 d) $50,000	a) $20,000 b) $3,805 c) $20,000 d) $50,000

Year	2017-18	2018-19	2019-20
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action #2

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

Students to be Served	Location(s)
Students with Disabilities	All Schools

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	a) $90,000 b) $25,000 c) $23,427 d) $5,000 e) $45,000	a) $90,000 b) $25,000 c) $23,427 d) $5,000 e) $45,000

Year	2017-18	2018-19	2019-20
Source	N/A	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF
Budget Reference	N/A	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action #3

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain Literacy Labs in all Title I schools.	Expenditures for Literacy Labs moved to Title 1.	Expenditures for Literacy Labs moved to Title 1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $900,000 b) $100,000 c) $80,000 d) $20,000 e) $20,000	N/A	N/A

Year	2017-18	2018-19	2019-20
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	N/A	N/A
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	N/A	N/A

Action #4

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $200,000 b) $50,000 c) $80,000	a) $521,752 b) $188,930 c) $51,000 d) $67,000	a) $521,752 b) $188,930 c) $51,000 d) $67,000
Source	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF

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

Action #5

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $196,770 b) $80,000 c) $80,000 d) $20,000 e) $20,000	a) $142,250 b) $179,252 c) $114,527 d) $555,267 e) $232,640	a) $142,250 b) $179,252 c) $114,527 d) $555,267 e) $232,640
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF

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

Action #6

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $65,000 b) $10,000 c) $16,000 d) $4,000 e) $100,000	a) $99,526 b) $10,000 c) $31,455 d) $5,000 e) $35,000	a) $99,526 b) $10,000 c) $31,455 d) $5,000 e) $35,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF

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

Action #7

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

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

OR

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

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

Actions/Services

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

Unchanged	Modified	Unchanged

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $300,000 b) $60,000 c) $140,000 d) $30,000 e) $50,000	a) $602,570 b) $115,000 c) $150,075 d) $1,000	a) $602,570 b) $115,000 c) $150,075 d) $1,000

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

Action #8

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

Students to be Served	**Location(s)**
All Students	Specific Schools, Hillside High School

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Enhance the educational program at Hillside High School by adding elective choices and continuing the pregnant minors program.	Enhance the educational program at Hillside High School by continuing the pregnant minors program.	Enhance the educational program at Hillside High School by continuing the pregnant minors program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $80,000 b) $20,000 c) $80,000 d) $20,000 e) $20,000	a) $55,000 b) $42,000	a) $55,000 b) $42,000

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

Action #9

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $100,000 b) $40,000 c) $40,000 d) $10,000 e) $50,000 f) $100,000	a) $47,500 b) $19,817 c) $17,155 d) $40,000 e) $10,000	a) $47,500 b) $19,817 c) $17,155 d) $40,000 e) $10,000

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

Action #10

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

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

OR

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

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

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Research and implement strategies to improve attendance rates at all school sites that include supports and interventions for students and families.	Research and implement strategies to improve attendance rates at all school sites that include supports and interventions for students and families, including strategic support for students with chronic absenteeism.	Research and implement strategies to improve attendance rates at all school sites that include supports and interventions for students and families, including strategic support for students with chronic absenteeism.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $40,000 b) $10,000 c) $8,000 d) $2,000 e) $40,000	a) $20,000	a) $20,000

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

Action #11

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $40,000 b) $10,000 c) $40,000 d) $50,000	a) $10,000	a) $10,000

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

Action #12

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

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

OR

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

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

Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $80,000 b) $25,000 c) $40,000 d) $10,000 e) $25,000 f) $50,000	a) $141,230 b) $70,680 c) $13,250 d) $85,100	a) $141,230 b) $70,680 c) $13,250 d) $85,100

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

Action #13

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

Students to be Served	**Location(s)**
All Students	Specific Schools, Secondary schools

OR

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

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

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was not implemented in 2017–18. See the Annual Update for more information.	Provide secondary students with education and training to include: suicide prevention, substance abuse prevention, sexual health, and pro-social behavior curriculum.	Provide secondary students with education and training to include: suicide prevention, substance abuse prevention, sexual health, and pro-social behavior curriculum.

Budgeted Expenditures

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

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

The daily use of technology for instruction; lesson delivery and assessment, will increase by 10% as measured by walkthrough, student survey, teacher survey, and system use report data.	Our district is now one to one with Chromebook devices in all grades. As of March 1, 2017, we have 12,563 active Google users. We have also begun to open Google Mail to students. This represents a significant increase in usage over 2015-2016.	The daily use of technology for instruction; lesson delivery and assessment, will increase by 10% as measured by walkthrough, student survey, teacher survey, and system use report data.	The daily use of technology for instruction; lesson delivery and assessment, will increase by 10% as measured by walkthrough, student survey, teacher survey, and system use report data.	The daily use of technology for instruction; lesson delivery and assessment, will increase by 10% as measured by walkthrough, student survey, teacher survey, and system use report data.

Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.	School Loop data as of January 31, 2017 is as follows, • 8,667,062 page views compared to 8,287,786 page views for the same period in 2016. This is a 4.5% increase. • 165 registered and active teacher websites compare to 161 in 2016. This represents a 2.5% increase. • 3,540 registered students/households in 2017 compared to 3564 in 2016. This represents no significant change.	Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.	Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.	Parent, student, and teacher use of school loop will increase by 5% as measured by school loop usage reports.
Facilities will be in good repair to support instruction, technology infrastructure, and use.	Facilities are in good repair as measured by SARC Facilities inspection. We continue to make upgrades to district technology to support Future Ready initiative.	Facilities will be in good repair to support instruction, technology infrastructure, and use.	Facilities will be in good repair to support instruction, technology infrastructure, and use.	Facilities will be in good repair to support instruction, technology infrastructure, and use.

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

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide professional development and	Provide professional development and	Provide professional development and

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

Budgeted Expenditures

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

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

Action #2

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

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

OR

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

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

Actions/Services

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

Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement one-to-one devices at all sites (leading to take home options). Redistribute tech support and provide tech leads at all sites. Investigate and pilot furniture that would facilitate a collaboration and multiple seating/standing arrangements.	Implement one-to-one devices at all sites (leading to take home options). Redistribute tech support and provide tech leads at all sites. Investigate and pilot furniture that would facilitate a collaboration and multiple seating/standing arrangements.	Implement one-to-one devices at all sites (leading to take home options). Redistribute tech support and provide tech leads at all sites. Investigate and pilot furniture that would facilitate a collaboration and multiple seating/standing arrangements.

Budgeted Expenditures

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

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

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase online resources and access to technology for ALL students at ALL sites to include, • Assistive Technology for Special Education Students • Piloting of new technology (Virtual Reality, Spyros…) • Resources for technology skills development (basic knowledge of devices, typing skills, programs and applications…)	Increase online resources and access to technology for ALL students at ALL sites to include, • Assistive Technology for Special Education Students • Piloting of new technology (Virtual Reality, Spyros…) • Resources for technology skills development (basic knowledge of devices, typing skills, programs and applications…)	Increase online resources and access to technology for ALL students at ALL sites to include, • Assistive Technology for Special Education Students • Piloting of new technology (Virtual Reality, Spyros…) • Resources for technology skills development (basic knowledge of devices, typing skills, programs and applications…)

Budgeted Expenditures

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

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

Action #4

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

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

All classroom teachers will use standards aligned curriculum, identify and implement appropriate instructional supports and interventions aimed at addressing the needs of Foster Youth, Low Income, English Learner, and Special Education students. Students will have access to standards-aligned instructional materials.	Teachers in UUSD use standards aligned curriculum and ancillary resources. We are currently working to implement a Multi-Tiered System of Supports district-wide that will incorporate supports and interventions for unduplicated students.	All classroom teachers will use standards aligned curriculum, identify and implement appropriate instructional supports and interventions aimed at addressing the needs of Foster Youth, Low Income, and English Learner students. Students will have access to standards-aligned instructional materials.	All classroom teachers will use standards aligned curriculum, identify and implement appropriate instructional supports and interventions aimed at addressing the needs of Foster Youth, Low Income, and English Learner students. Students will have access to standards-aligned instructional materials.	All classroom teachers will use standards aligned curriculum, identify and implement appropriate instructional supports and interventions aimed at addressing the needs of Foster Youth, Low Income, and English Learner students. Students will have access to standards-aligned instructional materials.

District (and school site) performance in all areas will increase by at least 5% on the California Accountability Dashboard.	District performance based on the Spring 2017 Accountability Dashboard is as follows: • English Learner Progress – Yellow (72.8% status) • English Language Arts – Green (0.5 points above level 3) • Mathematics - Yellow (27.7 points below level 3) • . Suspension Rate – Green (3.3%) • Graduation Rate – Yellow (94.7%)	District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.	District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.	District (and school site) performance in all areas will increase by at least one level on the California Accountability Dashboard.
Academic Performance Index will increase.	Academic Performance Index is currently suspended.	Academic Performance Index is currently suspended.	Academic Performance Index is currently suspended.	Academic Performance Index is currently suspended.

100% of our teaching staff will be highly qualified and appropriately assigned.	100% of our teaching staff will be highly qualified and appropriately assigned.	100% of our teaching staff will be highly qualified and appropriately assigned.	100% of our teaching staff will be highly qualified and appropriately assigned.	100% of our teaching staff will be highly qualified and appropriately assigned.
We will meet or exceed all AMAOs for EL English Proficiency and Reclassification.	As of the last AMAO reporting, 2014-2015, Upland met all three AMAO criteria as follows, AMAO 1 - Percentage of ELs Making Annual Progress in Learning English Number of 2014-15 Annual CELDT Takers-1,220 Number with Required Prior CELDT Scores-1,218 Percentage with Required Prior CELDT Scores-99.8% Number in Cohort Meeting Annual Growth Target-774 Percentage Meeting AMAO 1 in LEA-63.5% 2014-15 Target-60.5%	We will meet or exceed all AMAOs for EL English Proficiency and Reclassification.	District (and school site) English learner performance will increase by at least one level on the California School Dashboard.	District (and school site) English learner performance will increase by at least one level on the California School Dashboard.

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT
Less than 5 Years Cohort
Number of 2014-15 English Learners in Cohort-769
Number in Cohort Attaining the English Proficient Level-243
Percentage in Cohort Attaining the English Proficient Level-31.6%
2014-15 Target-24.2%
5 Years or More Cohort
Number of 2014-15 English Learners in Cohort-594
Number in Cohort Attaining the English Proficient Level-362
Percentage in Cohort Attaining the English Proficient Level-60.9%
2014-15 Target-50.9%
AMAO 3 - Adequate Yearly Progress for EL Student

	Group at the LEA Level Participation Rate for English Learner Student Group English Language Arts 97% Mathematics 97% During the transition period from the current ESEA to the ESSA, no new AMAO determinations will be made for the 2014–15, 2015–16, and 2016–17 school years			
There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics: 1. There will be a 10% increase annually in the number of students	Outcomes are as follows, 1. Our district projected A-G rate for the class of 2016 is 46%. That is an increase of more than 10% from 2015 which stood at 35.8%. 2. Local assessments were modified for this year and the data to assess this metric will be available next year. CAASPP results	There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics: 1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements.	There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics: 1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements.	There will be an annual increase in the number of students that graduate college and career ready as measured by the following metrics: 1. There will be a 10% increase annually in the number of students who graduate high school satisfying the A-G college entrance requirements.

who graduate high school satisfying the A-G college entrance requirements. 2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments. 3. There will be a 5% increase in students' college readiness as measured by EAP. 4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better. 5. There will be a 5% increase in the number of students	demonstrate an increase in writing scores district wide with 76% of our students scoring near or above standards. This is a 3% increase over 2015 (73%). 3. In 2016, 29.9% of students were conditionally ready or ready for college mathematics compared to 28.7% in 2015. For ELA, 68.6% were conditionally ready or ready for college ELA in 2016 compared to only 61.6% in 2015. 4. AP data is as follows; 820 students enrolled in 2016-2017 compared to 715 enrolled in 2015-2016; 562 students took at least one exam in 2016 compared to 490 in 2015; 674 exams had a passing score of 3 or better in 2016 compared to 594 in 2015.	2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments. 3. There will be a 5% increase in students' college readiness as measured by EAP. 4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better. 5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.	2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments. 3. There will be a 5% increase in students' college readiness as measured by EAP. 4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better. 5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.	2. There will be a 5% increase in the number of students writing at proficient levels as measured by local assessments. 3. There will be a 5% increase in students' college readiness as measured by EAP. 4. There will be a 5% increase in the number of students taking AP courses, associated AP exams, and passing with a score of "3" or better. 5. There will be a 5% increase in the number of students who enroll in and complete an academic pathway.

who enroll in and complete an academic pathway.	Pathway data is as follows; 558 students currently enrolled in a pathway compared to 375 in 2015-2016. In 2016, 176 students completed a pathway, data for 2017 will be available after graduation in June.			
100% of students will have access and enrollment in all required areas of study.	100% of students have access and enrollment in all required areas of study.	100% of students have access and enrollment in all required areas of study.	100% of students have access and enrollment in all required areas of study.	100% of students have access and enrollment in all required areas of study.

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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

Action #2

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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

Action #3

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $50,000 b) $10,000 c) $25,000 d) $7,000 e) $25,000	a) $44,800 b) $8,522 c) $5,000	a) $44,800 b) $8,522 c) $5,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies	a) Certificated Salarie d) Benefits e) Books / Supplies	a) Certificated Salarie d) Benefits e) Books / Supplies

Action #4

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Action #5

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
For Low Income, Foster Youth, Special Education and English Learners: Provide additional supports for, • Diagnostic tools to identify reading, writing, and math proficiency levels • Writing instruction through Literacy Labs and other supports • MTSS supports at each site • Refine the SST process at all sites • Instructional round and peer observation protocols • Reading intervention program at secondary sites	For Low Income, Foster Youth, Special Education and English Learners: Provide additional supports for, • Diagnostic tools to identify reading, writing, and math proficiency levels • Writing instruction through Literacy Labs and other supports • MTSS supports at each site • Refine the SST process at all sites • Instructional round and peer observation protocols • Reading intervention program at secondary sites	For Low Income, Foster Youth, Special Education and English Learners: Provide additional supports for, • Diagnostic tools to identify reading, writing, and math proficiency levels • Writing instruction through Literacy Labs and other supports • MTSS supports at each site • Refine the SST process at all sites • Instructional round and peer observation protocols • Reading intervention program at secondary sites

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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

Action #6

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $90,000 b) $20,000 c) $40,000 d) $10,000 e) $38,000 f) $50,000	a) $90,000 b) $40,000 c) $30,210 d) $20,000 e) $202,000	a) $90,000 b) $40,000 c) $30,210 d) $20,000 e) $202,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action #7

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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

Action #8

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Action #9

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

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

OR

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

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

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a comprehensive induction program for first and second year teachers, • To support an optimum learning environment and instructional program to support 21st century learning skills • Provide a training for new special education teachers that emphasizes requirements of IEPs and practices bound to IDEA	Provide a comprehensive induction program for first and second year teachers, • To support an optimum learning environment and instructional program to support 21st century learning skills • Provide a training for new special education teachers that emphasizes requirements of IEPs and practices bound to IDEA	Provide a comprehensive induction program for first and second year teachers, • To support an optimum learning environment and instructional program to support 21st century learning skills • Provide a training for new special education teachers that emphasizes requirements of IEPs and practices bound to IDEA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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

Action #10

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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

Action #11

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $20,000 b) $5,000 c) $270,000 d) $50,000	a) $5,000 b) $951 c) $10,000 d) $5,000	a) $5,000 b) $951 c) $10,000 d) $5,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Benefits c) Books / Supplies d) Other Services

Action #12

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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

Action #13

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action #14

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

Students to be Served	Location(s)
All Students, Students with Disabilities	All Schools

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Action #15

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

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

OR

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

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

Actions/Services

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

Budgeted Expenditures

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

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

Action #16

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	a) $91,658 b) $20,436 c) $75,000	a) $91,658 b) $20,436 c) $75,000
Source	N/A	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF

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

Action #17

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action #18

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	a) $793,300 b) $81,500 c) $221,000 d) $5,000 e) $7,000	a) $793,300 b) $81,500 c) $221,000 d) $5,000 e) $7,000
Source	N/A	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF
Budget Reference	N/A	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Action #19

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

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

Unchanged

Goal 4

Based on stakeholder engagement including the Annual Update , design a system for meaningful family engagement that promotes parent involvement and education through parent institutes, committees, workshops, attendance at school events, and volunteering at schools

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

The number of opportunities for parents to meaningfully engage in school events will increase by 10% and will include opportunities to seek parent input.	Opportunities for parents to meaningfully engage in learning increased this year. In 2016-2017, 199 number of student opportunities were provided to parents compared to 164 in 2015-2016.	The number of opportunities for parents to meaningfully engage in school events will increase by 10% and will include opportunities to seek parent input.	The number of opportunities for parents to meaningfully engage in school events will increase by 10% and will include opportunities to seek parent input.	The number of opportunities for parents to meaningfully engage in school events will increase by 10% and will include opportunities to seek parent input.
All schools will include a parental involvement goal in their Single Plans for Student Achievement.	All schools have a parental involvement goal/action in their Single Plans.	All schools will include a parental involvement goal in their Single Plans for Student Achievement.	All schools will include a parental involvement goal in their Single Plans for Student Achievement.	All schools will include a parental involvement goal in their Single Plans for Student Achievement.
All schools will present at least two parent education courses per semester	All schools will presented at least two parent education courses per semester.	All schools will presented at least two parent education courses per semester.	All schools will presented at least two parent education courses per semester.	All schools will presented at least two parent education courses per semester.

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide parent workshops on the use of	Provide parent workshops on the use of	Provide parent workshops on the use of

technology to support student achievement including School Loop and other Learning Management Systems.	technology to support student achievement and increase school/home communication, including School Loop and other Learning Management Systems.	technology to support student achievement and increase school/home communication, including School Loop and other Learning Management Systems.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $25,000 b) $5,000 c) $20,000	a) $54,264 b) $35,136 c) $15,000	a) $54,264 b) $35,136 c) $15,000
Source	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF	a) LCFF b) LCFF c) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Books / Supplies	a) Classified Salaries b) Benefits c) Other Services	a) Classified Salaries b) Benefits c) Other Services

Action #2

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide all school sites with School Loop and/or Aeries parent portal.	Provide all school sites with School Loop and/or Aeries parent portal.	Provide all school sites with School Loop and/or Aeries parent portal.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $25,000 b) $5,000 c) $20,000 d) $5,000 e) $10,000 f) $80,000	a) $40,000	a) $40,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF	a) LCFF	a) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) Books / Supplies	a) Books / Supplies

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Research, identify, and provide parent workshops, academies, and training on how to support student achievement.	Research, identify, and provide parent workshops, academies, and training on how to support student achievement, with a focus on College and Career readiness.	Research, identify, and provide parent workshops, academies, and training on how to support student achievement, with a focus on College and Career readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) $25,000 b) $5,000 c) $20,000 d) $5,000 e) $10,000 f) $15,000	a) $10,200 b) $2,810 c) $12,000 d) $40,000	a) $10,200 b) $2,810 c) $12,000 d) $40,000
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) Classified Salaries b) Benefits c) Books / Supplies d) Other Services	a) Classified Salaries b) Benefits c) Books / Supplies d) Other Services

Action #4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Research best practices and implement a program to, • Support more parent involvement using the California Parent Engagement Framework • Flexible, extended hours, and virtual availability of school libraries, counseling departments, and offices • Surveying parent needs and interests • Flexible scheduling of parent events,	Pilot a program to, • Support more parent involvement using the California Parent Engagement Framework • Provide flexible, extended hours, and virtual availability of school libraries, counseling departments, and offices • Survey parent needs and interests • Provide flexible scheduling of parent events, workshops, and trainings	Implement a program to, • Support more parent involvement using the California Parent Engagement Framework • Flexible, extended hours, and virtual availability of school libraries, counseling departments, and offices • Surveying parent needs and interests Flexible scheduling of parent events, workshops, and trainings

workshops, and trainings		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $25,000 b) $7,000 c) $20,000 d) $5,000 e) $10,000 f) $15,000	a) $7,600 b) $2,093 c) $4,000 d) $47,500	a) $7,600 b) $2,093 c) $4,000 d) $47,500 e) $61,193
Source	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF f) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF	a) LCFF b) LCFF c) LCFF d) LCFF e) LCFF
Budget Reference	a) Certificated Salaries b) Certificated Benefits c) Classified Salaries d) Classified Benefits e) Books / Supplies f) Other Services	a) Classified Salaries b) Benefits c) Books / Supplies d) Other Services	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books / Supplies e) Other Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$8,819,646	10.44%

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

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

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

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

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

Specific actions and services designed to improve student achievement that principally meets the needs of low income, EL and foster youth include:
-Provide additional support for Low Income, Foster Youth, English Learners, and Special Education students in reading.
-Provide sites with adequate funding to ensure that Integrated/Designated ELD instruction is consistent with the ELA/ELD Framework, the EL Master Plan, and part of every school's Single Plan for Student Achievement.
-Provide additional intervention support during and beyond the school day, week, and year for struggling English Learner, Foster Youth, Low Income, and Special Education students in Reading, Writing, Algebra and Geometry.
For Low Income, Foster Youth, Special Education and English Learners: Provide additional supports for:
o Diagnostic tools to identify reading, writing, and math proficiency levels
o Writing instruction through Literacy Labs and other supports
o MTSS supports at each site
o Refine the SST process at all sites
o Instructional round and peer observation protocols
o Reading intervention program at secondary sites
o Maintain the Foster Youth Case Manager to support our Foster Youth students.
o Research, identify, and provide parent workshops, academies, and training on how to support student achievement.

LCAP Year: 2018-19

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

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

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

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

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

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