§ 15497. Local Control and Accountability Plan and Annual Update Template –Upland Unified School District

Introduction:

LEA: Upland Unified School District Contact: Dr. Nancy Kelly, nancy_kelly@upland.k12.ca.us, (909) 985-1864 ext. 269 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

***Basic**: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only)**: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only)**: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

***Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

***Other pupil outcomes**: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

***Parent involvement**: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

***Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

***School climate**: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	**Impact on LCAP**
Upland Unified School District's goal is to provide parents, community members, staff and students in the development and review of the LCAP goals. LCAP Input and Information sessions were presents on several occasions. • January 27, 2014 3:30pm • February 18, 2014 9:00 am • February 26, 2014 3:30 pm • February 26, 2014 6:00pm • February 27, 2014 9:30am	Data shows that in UUSD we need to focus on goals in : • Students meeting the a-g rate for college • Proficiency in Algebra 1, Geometry and Algebra II • College ready on the Early Assessment Program • Continued growth for English Learners • Physical Fitness • Continued academic growth for students designated low income

Involvement Process	Impact on LCAP
The presentation was shared with members of the Upland Management Association, Upland Teachers Association and members of CSEA in Upland. One general parent session, that included representation from a heterogeneous group of parents including low income parents, was held in the evening and was offered to all parents in the school district. A special session was conducted for members of the District Advisory Council, the District English Learner Advisory Council and parent representatives from Special Education. A session was conducted at Upland High School for student representatives from ASB and various organizations on campus. Following all presentations, participants were invited to fill out the LCAP Input survey which was offered in a traditional format on paper or on-line format. The on-line survey was available to all community members on the UUSD website. The Assistant Superintendent of Ed Services, the Superintendent of Business, the President of UTA and CSEA met to review data, review the stakeholder input and make goal recommendations to coordinate with the eight state priorities. March 7, 2014, March 13, 2014 The LCAP draft was presented to the public on two occasions prior to the adoption. It was shared at a public meeting on April 29, 2014, and the superintendent responded in writing to all feedback. On May 12, the LCAP Advisory Committee met to review the first round of stakeholder feedback following the first public forum. This group included members of UTA, UMA and CSEA, as well as parents. Parents in attendance represented English Language Learners and Foster Youth. At this point all input was considered and revisions were made to the draft. The LCAP Draft including the first set of revisions was shared with the Upland Unified School Board on May 27, 2014. It then was open to a Public Hearing at a school board meeting on June 10th, 2014.	Community Survey results indicated that in UUSD we need to focus on goals in: • Literacy • Sufficient materials • Class size • Improving student behavior/bullying prevention • Counseling (emotional/ social) • Counseling (academic/college readiness) • School connectedness/safe schools • Adequate staffing • Improving Attendance • Elementary Physical Education • Elementary Visual and Performing Arts Changes and additions added following first round public hearing comments: • Staff development and training for classified employees and administrators • Replacement budget for band instruments • Funding for school libraries(personnel, materials, subscriptions) • Behavior/discipline program for elementary sites • Foster Youth liaison and support through Healthy Start • Counseling/Intervention for elementary sites • Summer School • Safe schools/proctors/supervision • Nutrition/Health • Substitute teacher staff training Changes and additions added following second round public hearing comments: • Increase/Improve attendance rates • Improve A-G completion rate from baseline data of • Expand the use of School Loop, ensure teachers are properly trained and utilizing School Loop, and provide workshops and trainings to utilize School Loop

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
1.1 Need to have highly qualified teachers with appropriate credentials. Need adequate number of qualified substitute staff Metric: Teacher Assignments and Teacher Credentials; BTSA Participation Logs	1.1 Provide students with highly qualified teachers in all classrooms who are prepared for all students (LI, EL, Foster Youth) to successfully complete high school and be prepared for college and career. Provide qualified substitute teachers	All	All		100% Highly Qualified Teachers with appropriate credentials Adequate number of qualified substitutes	100% Highly Qualified Teachers with appropriate credentials Adequate number of qualified substitutes	100% Highly Qualified Teachers with appropriate credentials Adequate number of qualified substitutes	State Priority #1 Basic Services UUSD Strategic Plan 1.A.6 , 3.B.1, 3.B.2

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	1.1 (a) Provide probationary teachers with support and staff development.	All	All		100% of Probationary Teachers will participate in staff development. Workshop for substitute teachers	100% of Probationary Teachers will participate in staff development. Workshop for substitute teachers	100% of Probationary Teachers will participate in staff development. Workshop for substitute teachers	
1.2 Need to purchase instructional materials for all students. Metric: Textbook Sufficiency Report (William's Report)	1.2 Provide students with standard aligned instructional materials.	All	All		All students have access to state adopted instructional materials in all curriculum areas.	All students have access to state adopted instructional materials in all curriculum areas, including Common Core text book adoption in Mathematics.	All students have access to state adopted instructional materials in all curriculum areas, including adoption of Next Generation Science Materials	State Priority #1 Basic Services State Priority #2 Implementation of State Standards UUSD Strategic Plan 1.A.1
1.3 Need to provide classroom instructional supplies. Metric: Site Supply Budget Expenditure	1.3 Provide students with basic classroom supplies and equipment.	All	All		All classrooms are provided basic supplies and materials.	All classrooms are provided basic supplies and materials.	All classrooms are provided basic supplies and materials.	State Priority #1 Basic Services

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Report								
1.4 Maintain Facilities in good repair, as well as clean and safe. Metric: SARC, William's Report	1.4 Provide students with safe, clean and well maintained facilities.	All	All		Classrooms, grounds and buildings are safe, clean and well maintained as reported on the SARC.	Classrooms, grounds and buildings are safe, clean and well maintained as reported on the SARC.	Classrooms, grounds and buildings are safe, clean and well maintained as reported on the SARC.	State Priority #1 Basic Services UUSD Strategic Plan: 3.A.7
2.1 Need professional development in Common Core State Standards Metric: Professional Development Schedule	2.1 Build teacher and paraprofessional and administrator capacity with instructional strategies for Common Core instruction particularly in the areas of student engagement, math problem solving, reading informational text, and 21st century skills.	All	All		Teachers and Paraprofessionals and administrators will attend professional development in improving student engagement, (Kagan Strategies), DOK 3 and DOK4 Math Problem Solving, and Reading Comprehension using informational text.	Teachers and Paraprofessionals and administrators will attend professional development to support 21st century learning skills.	Teachers and Paraprofessionals and administrators will attend professional development to support 21st century learning skills	State Priority #2 Implementation of State Standards UUSD Strategic Plan: 1.A.1 , 1.A.3, 1.A.5
2.2 Need benchmark assessment to	2.2 Implement a system for on-going assessment and	All	All		Classroom teachers will administer the Sync Solution Unit	Classroom teachers will administer the Sync Solution Unit	Classroom teachers will administer the Sync Solution Unit	State Priority #2 Implementation of State Standards

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inform instruction and provide student support. Metric: Sync Solutions Unit Assessments, Benchmark Assessments	learning.				Assessments.	Assessments.	Assessments.	UUSD Strategic Plan: 1.B.1 and 1.B.2
2.3 Need additional technology training that supports CCSS, including the use of Learning Management Systems (LMS). Metric: Tech Training Plan	2.3 Increase student engagement and access to learning through the effective use of technology in daily instruction as described in 21st Century Learning Skills, including the use of Learning Management Systems (LMS).	All	All		Tech Leads will establish a training schedule at each site to advance the use of technology in the classroom, including the use of learning management systems (LMS) as monitored by the Tech Training Plan.	Tech Leads will continue to train the teachers at each site to advance the use of technology in the classroom, including the use of learning management systems (LMS) as monitored by the Tech Training Plan..	Tech Leads will continue to train the teachers at each sites to advance the use of technology in the classroom, including the use of learning management systems (LMS) as monitored by the Tech Training Plan..	State Priority #2 Implementation of State Standards UUSD Strategic Plan: 1.A.5
3.1 Need to increase parent involvement at the site and district level. Metric: Parent Sign-In Logs, Parent	3.1 Promote parent involvement in committees, workshops, attendance at school events and	All	All		More parents will volunteer, serve on committees and attend school events.	More parents will volunteer, serves on committees and attend school events.	More parents will volunteer, serves on committees and attend school events.	State Priority # 3 Parent Involvement UUSD Strategic Plan: 2.A.1

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Surveys	volunteering at schools.							
4.1 Need to increase a-g rate for students graduating from high school. Metric : District a-g rate, Junior High and High School Drop-out Rates	4.1 Promote college readiness for students beginning in Kindergarten.	All	All		100 % of students will have a yearly counseling appointment with parents focused on a-g completion starting in grade 7.	100 % of students will have a yearly counseling appointment with parents focused on a-g completion starting in grade 7.	100 % of students will have a yearly counseling appointment with parents focused on a-g completion starting in grade 7.	State Priority # 4 Pupil Achievement State Priority #7 Course Access UUSD Strategic Plan: 1.A.1 1.A.2 1.C.2
4.2 Need to insure that all students read at grade level. Metric: Fountas and Pinnell Reading Assessment, SBAC	4.2 Provide intensive reading intervention to students in grades K-2.	All	All		There will be a 5% increase in the number of second grade students reading at grade level from the previous school year baseline.	There will be a 5% increase in the number of second grade students reading at grade level from the previous school year baseline.	There will be a 5% increase in the number of second grade students reading at grade level from the previous school year baseline.	State Priority # 4 Pupil Achievement State Priority # 7 Course Access UUSD Strategic Plan: 1.A.1 1.A.2 1.C.2
4.3. Need to ensure that all students write at a proficient level by the end of grade 6 Metric: District Writing Assessment, SBAC	4.3 Provide articulated writing instruction to students in K-6 for proficiency on a sixth grade writing prompt.	All	All		There will be a 5% increase in the number of 6th grade students writing at a proficient level.	There will be a 5% increase in the number of 6th grade students writing at a proficient level.	There will be a 5% increase in the number of 6th grade students writing at a proficient level.	State Priority # 4 Pupil Achievement State Priority #2 Implementation of State Standards State Priority # 7 Course Access

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								UUSD Strategic Plan: 1.A.1 1.A.2
4.4 Need to ensure that all students pass secondary math courses on the first attempt. Metric: District EOY Assessment for Algebra 1	4.4 Design and implement a Common Core Math Course Plan and support students with algebra interventions.	All	All		There will be a 5% increase in the number of students passing the district Algebra 1 proficiency assessment the first time the course is taken.	There will be a 5% increase in the number of students passing the district Algebra 1 proficiency assessment the first time the course is taken.	There will be a 5% increase in the number of students passing the district Algebra 1 proficiency assessment the first time the course is taken.	State Priority # 4 Pupil Achievement State Priority # 2 Implementation of State Standards State Priority # 7 Course Access UUSD Strategic Plan: 1.A.1 1.A.2
4.5 Need to increase the number of students scoring college ready on the Early Assessment Program (EAP) in ELA at the end of grade 11. Metric: EAP Results	4.5 Provide Expository Reading and Writing Course (ERWC) training to all grade 7-12 English teachers to increase the percentage of students who are college ready on the Early Assessment Program (EAP) in English Language Arts	All	All		There will be a 5% increase in the number of students scoring "College Ready" on the EAP.	There will be a 5% increase in the number of students scoring "College Ready" on the EAP.	There will be a 5% increase in the number of students scoring "College Ready" on the EAP.	State Priority #4 Pupil Achievement State Priority # 2 Implementation of State Standards State Priority #7 Course Access UUSD Strategic Plan: 1.A.1 1.A.2
4.6 Need to increase the Reclassification	4.6 Increase the percentage of all	All	All		The district criteria for Reclassification	Reclassification rates will increase	Reclassification rates will increase	State Priority #4 Pupil Achievement

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rate of English Learners Metric: Site Reclassification Yearly Logs, CELDT, AMAO's	limited and reclassified English proficient students to become or remain proficient in English and perform at grade level in Reading Language Arts and Math.				will be revisited and a baseline will be determined.	by 3% at each site as evidenced by site reclassification report.	by 3% at each site as evidenced by site reclassification report.	UUSD Strategic Plan: 1.A.1 1.A.2
4.7 Need to close the identified Achievement Gap by providing additional support to meet the needs of students who are not meeting standards in the core instructional program through Site Plans for Student Achievement Budgets and District-wide initiatives. Metric: SPSA Plan/SPSA Budget,	4.7 Explore, implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. Write site plans for school achievement and support with adequate funding, aligned to the LCAP and the Strategic Plan.	All	All		Explore, implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. All schools will submit a SPSA with curricular and school climate goals supported by a	Explore, implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. All schools will submit a SPSA with curricular and school climate goals supported by a	Explore, implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. All schools will submit a SPSA with curricular and school climate goals supported by a	State Priority: #4 Pupil Achievement State Priority: #6 School Climate State Priority: #8 Other Pupil Outcomes UUSD Strategic Plan: 1.A.1 1.A.2 1.A.5 1.A.6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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and achievement data; SBAC					SPSA budget.	SPSA budget.	SPSA budget.	
5.1 Need to improve school attendance rates Metric: District Attendance rate	5.1 Improve the district wide attendance rate.	All	All		The district attendance rate will exceed 96.5%	The district attendance rate will exceed 97.0%	The district attendance rate will exceed 97.5%	State Priority: #5 Pupil Engagement UUSD Strategic Plan: 2.A.1
6.1 Need to maintain a low suspension and expulsion rate at sites Metric: District suspension and expulsion rates	6.1 Decrease the district wide suspension rate by implementing other means of correction.	All	All		The district wide suspension rate will be less than 1%	The district wide suspension rate will be less than 1%	The district wide suspension rate will be less than 1%	State Priority: #6 UUSD Strategic Plan: 2.C.2
6.2 Need to promote school connectedness and a safe schools culture Metric: California Healthy Kids Survey	6.2 Ensure all sites have a positive school culture where student voices are heard and respected.	All	All		All schools will present anti-bullying lessons and submit a site safety plan.	All schools will present anti-bullying lessons and submit a site safety plan.	All schools will present anti-bullying lessons and submit a site safety plan.	State Priority: #6 School Climate UUSD Strategic Plan: 2.C.2 3.A.7
7.1 Need to ensure all students graduate college	7.1 Provide all students in grades 7-12 an individual parent	All	All		60% of each incoming freshman class will remain on	60% of each incoming freshman class will remain on	60% of each incoming freshman class will remain on	State Priority: #7 Course Access State Priority: #4 Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
and career ready. Metric: a-g completion rate	counseling session to establish a-g plans for all students.				track towards completion of A-G requirements by graduation.	track towards completion of A-G requirements by graduation.	track towards completion of A-G requirements by graduation.	Achievement State Priority :#3 Parent Involvement UUSD Strategic Plan: 1.A.1 1.A.2 1.C.2 2.A.1
7.2 Need to provide a GATE/Enrichment program for advanced learners in Grade 3-8 in order to increase the participation rates in the AP courses and the participation rate in the AP tests. Metric: GATE and Enrichment Plan, AP participation rates	7.2 Design and implement a GATE and Enrichment program for advanced learners in grades 3-8. 7.2 (a) Increase the number of students enrolled in AP courses and taking the AP tests.	All All	All All		All elementary school sites will submit a GATE and/or Enrichment program/plan including student participation logs. Increase the AP Course participation rate by 5% from the baseline. Increase the AP Test participation rate by 5% from the	All elementary school sites will submit a GATE and/or Enrichment program/plan including student participation logs. Increase the AP Course participation rate by 3% from the previous year. Increase the AP Test participation rate by 3% from the	All elementary school sites will submit a GATE/Enrichment program/plan including student participation logs. Increase the AP Course participation rate by 3% from the previous year. Increase the AP Test participation rate by 3% from the	State Priority: #7 Course Access State Priority :#5 Pupil Engagement State Priority : #4 Pupil Achievement UUSD Strategic Plan: 1.A.1 1.C.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					baseline.	prior year.	prior year.	
7.3 Need to maintain the UUSD graduation rate Metric: SARC District Graduation Rate	7.3 Support alternative programs that contribute to a high graduation rate.	All	All		94% of UUSD students will graduate from high school	95% of UUSD students will graduate from high school	96% of UUSD students will graduate from high school	State Priority: #7 Course Access State Priority :#5 Pupil Engagement State Priority : #4 Pupil Achievement UUSD Strategic Plan: 1.A.1 1.C.3 2.B.4
8.1 Need curriculum and materials for Visual and Performing Arts in grades K-6. Need adequate funding for replacement instruments for band Metric: Scope and Sequence for Grade K-6 VAPA	8.1 Provide students with materials for Visual and Performing Arts K-6. Provide students with band instruments	All	All		LEA will coordinate a selection committee to adopt VAPA materials. Band instrument inventory and needs assessment developed	K-6 Teachers will be trained on the new VAPA instructional materials.	Continue to implement and refine the VAPA curriculum.	State Priority: #8 Other Pupil Outcomes State Priority #2 Implementation of State Standards State Priority #8 Other Pupil Outcomes UUSD Strategic Plan: 1.A
8.2 Need to increase the number of students who are	8.2 Ensure physical education instruction with an emphasis on	All	All		The percentage of students in grades 5, 7 and 9 who	The percentage of students in grades 5, 7 and 9 who	. The percentage of students in grades 5, 7 and 9 who	State Priority: #8 Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
physically fit Metric: California Physical Fitness Report	the six Physical Fitness Criteria on the California Physical Fitness Test.				meet 5 out of 6 of the six fitness criteria will increase by 5%	meet 5 out of 6 of the six fitness criteria will increase by 5%	meet 5 out of 6 of the six fitness criteria will increase by 5%	UUSD Strategic Plan: 1.A.4

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
1.1 Provide students with highly qualified teachers in all classrooms who are prepared for all students (LI, EL, Foster Youth) to successfully complete high school and be prepared for college and career. Provide qualified substitute teachers	State Priority #1 Basic Services UUSD Strategic Plan 1.A.6 , 3.B.1, 3.B.2	Hire appropriately credentialed teachers. Maintain Committee On Assignment Provide training to substitute teachers	LEA		Hire appropriately credentialed teachers. $50,680,126 (Object 1000/3000) Provide training to substitute teachers. $5,652 (Object: 1000/3000) Funding Source: LCFF (Base Grant), Special Ed., Title I	Hire appropriately credentialed teachers. $51,293,353 (Object 1000/3000) Provide training to substitute teachers. $5,652 (Object: 1000/3000) Funding Source: LCFF (Base Grant), Special Ed., Title I	Hire appropriately credentialed teachers. $52,292,815 (Object 1000/3000) Provide training to substitute teachers. $5,652 (Object: 1000/3000) Funding Source: LCFF (Base Grant), Special Ed., Title I
1.2 Provide students with standard aligned instructional materials.	State Priority #1 Basic Services State Priority #2 Implementation of State Standards	Purchase CCSS Textbooks aligned to standards. Purchase on-going consumable text materials.	LEA		Purchase math textbooks K-12 $1,500,000 (Object 4000) Funding Source: Common Core, Restricted Lottery, Unrestricted General Fund	Purchase NGSS textbooks K-12 $1,500,000 (Object 4000) Funding Source: Unrestricted General Fund	Purchase consumables and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	UUSD Strategic Plan 1.A.1				Purchase consumables and replacements. $300,000 (Object 4000) Funding Source: Restricted Lottery	Purchase consumables and replacements. $300,000 (Object 4000) Funding Source: Restricted Lottery	replacements. $300,000 (Object 4000) Funding Source: Restricted
1.3 Provide students with basic classroom supplies and equipment.	State Priority #1 Basic Services	Meet classroom supply needs.	LEA		Provide school sites with adequate supply budget. $798,204 (Object 4000) Funding Source: LCFF (Base Grant)	Provide school sites with adequate supply budget. $798,204 (Object 4000) Funding Source: : LCFF (Base Grant)	Provide school sites with adequate supply budget. $798,204 (Object 4000) Funding Source: LCFF (Base Grant)
1.4 Provide students with safe, clean and well maintained facilities.	State Priority #1 Basic Services UUSD Strategic Plan: 3.A.7	Implement a routine maintenance and deferred maintenance program.	LEA		Design a routine maintenance and deferred maintenance program. $2,235,335 (Object 2000 through 7000) Funding Source: Base Grant (Object 2000 through 7000)	Implement a routine maintenance and deferred maintenance program. $2,755,194 (Object 2000 through 7000) Funding Source: Base Grant (Object 2000 through 7000)	Refine a routine maintenance and deferred maintenance program. $2,755,194 (Object 2000 through 7000) Funding Source: Base Grant (Object 2000 through 7000)
2.1 Build teacher and paraprofessional and administrator capacity with	State Priority #2 Implementation of State Standards UUSD Strategic	Implement a staff development plan focused on common core instructional strategies.	LEA		Present Common Core instructional strategy workshops. $200,000 (Object 1000/3000/5000) Funding Source: Common	Present Common Core instructional strategy workshops. $200,000 (Object 1000/3000/5000) Funding Source: Title II	Present Common Core instructional strategy workshops. $200,000 (Object 1000/3000/5000) Funding Source: Title II

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
instructional strategies for Common Core instruction particularly in the areas of student engagement, math problem solving, reading informational text, and 21st century skills.	Plan: 1.A.1 , 1.A.3, 1.A.5				Core and Title II		
2.2 Implement a system for on-going assessment and learning.	State Priority #2 Implementation of State Standards UUSD Strategic Plan: 1.B.1 and 1.B.2	Administer Sync Solution Assessments in El for Grade K-12 and Math Grades K-Algebra II	LEA		100% of teachers will administer the unit assessments from the Common Core Course Plans in order to inform instruction for students. $42,000 (Object 1000/3000) Funding Source: Common Core	100% of teachers will administer the unit assessments from the Common Core Course Plans in order to inform instruction for students. $42,000 (Object 1000/3000) Funding Source: LCFF (Base Grant)	100% of teachers will administer the unit assessments from the Common Core Course Plans in order to inform instruction for students. $42,000 (Object 1000/3000) Funding Source: LCFF (Base Grant)
2.3 Increase student engagement and access to learning through the effective use of technology in	State Priority #2 Implementation of State Standards UUSD Strategic Plan:	Provide professional development and training in the use of instructional technology	LEA		Provide professional development and training in the use of instructional technology, including the use of School Loop or other LMS. $50,000 (Object 1000/3000)	Provide professional development and training in the use of instructional technology, including the use of School Loop or other LMS. $50,000 (Object 1000/3000)	Provide professional development and training in the use of instructional technology, including the use of School Loop or other LMS. $50,000 (Object 1000/3000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
daily instruction as described in 21st Century Learning Skills, including the use of Learning Management Systems (LMS).	1.A.5				Funding source: Measure K Provide Tech Coaches or Tech Leads. $62,167 Funding source: Supplemental/Concentration Grant Maintain existing technology. $2,004,486(Object 1000 - 7000) Funding Source: Base Grant/Measure K	Funding source: Measure K Provide Tech Coaches or Tech Leads. $62,167 Funding source: Supplemental/Concentration Grant Maintain existing technology. $2,004,486(Object 1000 - 7000) Funding Source: : Base Grant/Measure K	Funding source: Measure K Provide Tech Coaches or Tech Leads. $62,167 Funding source: Supplemental/Concentration Grant Maintain existing technology. $2,004,486(Object 1000 - 7000) Funding Source: : Base Grant/Measure K
3.1 Promote parent involvement in committees, workshops, attendance at school events and volunteering at schools.	State Priority # 3 Parent Involvement UUSD Strategic Plan: 2.A.1	Provide parent workshops and promote opportunities to volunteer and serve on committees.	LEA		Provide parent workshops, including how to access School Loop or other LMS. $15,000 (Object 5000) Funding Source: Title I	Provide parent workshops, including how to access School Loop, or other LMS. $15,000(Object 5000) Funding Source: Title I	Provide parent workshops, including how to access School Loop, or other LMS. $15,000(Object 5000) Funding Source: Title I
		Improve the District/ site websites in order to better inform parents about school information, including School Loop or other	LEA		Improve the District/site websites. $10,000 (Object 5000) Staff will utilize and consistently update their	Update the District/site websites. $10,000 (Object 5000) Staff will utilize and consistently update their	Update the District/site websites. $10,000 (Object 5000) Staff will utilize and consistently update their

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		LMS. Provide 7-12 sites with School Loop			School Loop or other LMS accounts to actively engage parents and students in their teaching/learning. $27,000 (Object 5000) Funding Source: Base Grant	School Loop or other LMS accounts to actively engage parents and students in their teaching/learning. $27,000 (Object 5000) Funding Source: Base Grant	School Loop or other LMS accounts to actively engage parents and students in their teaching/learning. $27,000 (Object 5000) Funding Source: Base Grant
4.1 Promote college readiness for students beginning in kindergarten	State Priority # 4 Pupil Achievement State Priority #7 Course Access UUSD Strategic Plan: 1.A.1,1.A.2, 1.C	Schedule individual parent meetings for all students in grade 7-12 at least once per year	LEA		Individual counseling meetings per year focusing on college and career readiness. Part of existing counseling resources Funding Source: Base Grant	Individual counseling meetings per year focusing on college and career readiness. Part of existing counseling resources Funding Source: Base Grant	Individual counseling meetings per year focusing on college and career readiness. Part of existing counseling resources Funding Source: Base Grant
4.2 Provide intensive reading intervention to students in grades K-2.	State Priority # 4 Pupil Achievement State Priority # 7 Course Access UUSD Strategic Plan: 1.A.1 1.A.2 1.C.2	Provide training for teachers and paraprofessionals in grades K-2 on essential literacy strategies	LEA		Workshops and materials for guided reading shared reading and shared writing in grades K-2. $15,000(Object 4000/5000) Funding Source: Title I	Workshops and materials for guided reading shared reading and shared writing in grades K-2. $15,000(Object 4000/5000) Funding Source: Title I	Workshops and materials for guided reading shared reading and shared writing in grades K-2. $15,000(Object 4000/5000) Funding Source: Title I
		Maintain Literacy Labs at Title I Schools.	LEA		Maintain Literacy Labs at Title I Schools. $997,640 (Object 1000 - 3000) Funding Source: Title I,	Maintain Literacy Labs at Title I Schools. $997,640(Object 1000 - 3000) Funding Source: Title I,	Maintain Literacy Labs at Title I Schools. $997,640(Object 1000 - 3000) Funding Source: Title I,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Supplemental/Concentration Grant	Supplemental/Concentration Grant	Supplemental/Concentration Grant
4.3 Provide articulated writing instruction to students in K-6 for proficiency on a sixth grade writing prompt.	State Priority # 4 Pupil Achievement State Priority #2 Implementation of State Standards State Priority # 7 Course Access UUSD Strategic Plan: 1.A.1 1.A.2	Implement Thinking Maps and Write From the Beginning in all classrooms K-6. ***merged cells	LEA		Purchase Thinking Map materials and training for 25% of K-6 teachers. $20,000 (Object 1000-5000) Funding Source: Title I, Base Grant	Purchase Thinking Map materials and training for 25% of K-6 teachers. Purchase Write From the Beginning materials and training for 25% of K-6 Teachers. $20,000 (Object 1000-5000) Funding Source: Title I, Base Grant	Purchase Thinking Map materials and training for 25% of K-6 teachers. Purchase Write From the Beginning materials and training for 25% of K-6 Teachers. $20,000 (Object 1000-5000) Funding Source: Title I, Base Grant
4.4 Design and implement a Common Core Math Course Plan and support students with algebra interventions.	State Priority # 4 Pupil Achievement State Priority # 2 Implementation of State Standards	Complete SYNC Solutions course plan for Algebra 1 and implement in all Algebra 1 classrooms.	LEA		Complete SYNC Solutions course plan for Algebra 1 and implement in all Algebra 1 classrooms. $22,606 (Object 1000/3000) Funding Source: Base Grant		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State Priority # 7 Course Access UUSD Strategic Plan: 1.A.1 1.A.2	Provide interventions for Algebra 1 students.	LEA		Provide interventions for Algebra 1 students. $15,000 (Object 1000/3000) Funding Source: Base Grant	Provide interventions for Algebra 1 students. $15,000 (Object 1000/3000) Funding Source: Base Grant	Provide interventions for Algebra 1 students. $15,000 (Object 1000/3000) Funding Source: Base Grant
4.5 Provide Expository Reading and Writing Course (ERWC) training to all grade 7-12 English teachers to increase the percentage of students who are college ready on the Early Assessment Program (EAP) in English Language Arts	State Priority #4 Pupil Achievement State Priority # 2 Implementation of State Standards State Priority #7 Course Access UUSD Strategic Plan: 1.A.1 1.A.2	Provide ERWC training to grade 7-12 English Teachers	LEA		All grade 7-12 English teachers will participate in ERWC writing training $5,652 (Object 1000/3000) Funding Source: Base Grant	Train new English teachers in grade 7-12 in ERWC writing training $5,652 (Object 1000/3000) Funding Source: Base Grant	Train new English teachers in grade 7-12 in ERWC writing training $5,652 (Object 1000/3000) Funding Source: Base Grant

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4.6 Increase the percentage of all limited and reclassified English proficient students to become or remain proficient in English and perform at grade level in Reading Language Arts and Math.	State Priority #4 Pupil Achievement UUSD Strategic Plan:	Ensure that all English Learners have specific and separate Integrated/designated ELD* instruction that is imbedded in the school day and does not pull students from core instruction. Integrated/designated ELD instruction will be based on the ELA/ELD CCSS. Instruction, content and placement will be consistent with the EL Master Plan guidance.	LEA *Integrated ELD- will derive its ELD objectives based on content area work students are doing in other subjects. By providing EL's with language lessons that are integrated into their current studies, students will learn the language they are being asked to use in the classroom and increase mastery of CCSS.		Provide supplementary materials aligned to CCSS to support ELD and Intervention Programs for English Learners in ELA and Math $25,000 (Object 4000) Funding Source: Common Core	Provide on-going training and curricular support to build capacity in effective strategies and use of instructional ELA/ELD CCSS resources. $25,000 (Object 4000) Funding Source: Base Grant	Provide on-going training and curricular support to build capacity in effective strategies and use of instructional ELA/ELD CCSS resources. $25,000 (Object 4000) Funding Source: Base Grant
		Ensure that the Single Plan for Student Achievement includes objectives for meeting the needs of English Learners.	LEA		Provide sites with funding to support EL's with additional intensified instruction. $1,130,223 (Object 1000 - 5000) Funding Source: Base Grant, Supplemental/Concentration	Provide sites with funding to support EL's with additional intensified instruction. $1,130,223 (Object 1000 - 5000) Funding Source: Base Grant, Supplemental/Concentration	Provide sites with funding to support EL's with additional intensified instruction. $1,130,223 (Object 1000 - 5000) Funding Source: Base Grant, Supplemental/Concentration
4.7 Explore,	State Priority:	Explore, implement	LEA		Explore, implement and	Explore, implement and	Explore, implement and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. Write site plans for school achievement and support with adequate funding, aligned to the LCAP and the Strategic Plan.	#4 Pupil Achievement State Priority: #6 School Climate State Priority: #8 Other Pupil Outcomes UUSD Strategic Plan: 1.A.1 1.A.2 1.A.5 1.A.6	and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. Submit SPSA to School Board for approval in October. Provide sites with funding to support SPSA goals and activities.			allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. Submit SPSA to School Board for approval in October and provide sites with funding to support SPSA goals and activities for increased support to low-income, foster youth and English learner students. $717,900 (Object 1000 - 5000) Funding Source: Supplemental/Concentration	allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. Submit SPSA to School Board for approval in October and provide sites with funding to support SPSA goals and activities for increased support to low-income, foster youth, and English learner students. $717,900 (Object 1000 - 5000) Funding Source: Supplemental/Concentration	allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. Submit SPSA to School Board for approval in October and provide sites with funding to support SPSA goals and activities for increased support to low-income, foster youth, and English learner students. $717,900 (Object 1000 - 5000) Funding Source: Supplemental/Concentration
5.1Improve the district wide attendance rate.	State Priority: #5 Pupil Engagement UUSD Strategic	Review and refine SARB and Pre-SARB procedures to improve student attendance.	LEA		Implement Pre-SARB intervention and maintain SARB referrals. $178,929 (Object 1000/3000)	Implement Pre-SARB intervention and maintain SARB referrals. $178,929 (Object 1000/3000)	Implement Pre-SARB intervention and maintain SARB referrals. $178,929 (Object 1000/3000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Plan: 2.A.1				Funding Source: Supplemental/Concentration Grant	Funding Source: Supplemental/Concentration Grant	Funding Source: Supplemental/Concentration Grant
6.1 Decrease the district wide suspension rate by implementing other means of correction.	State Priority: #6 School Climate UUSD Strategic Plan: 2.C.2	Establish appropriate options for other means of correction and implement prior to suspension. Explore and encourage opportunities for students to increase their connectedness to school (sports, clubs, organizations)	LEA		Explore Positive Behavior Intervention System (PBIS) for grades 7-12 and train appropriate staff. $28,258 (Object 1000/3000) Explore behavior programs for elementary and establish a K-12 committee to explore extra-curricular options for students and how to build participation Funding Source: Base Grant	Continue to train 7-12 staff to implement PBIS. $28,258 (Object 1000/3000) Implement behavior programs for elementary. Funding Source: Base Grant	Continue to train 7-12 staff to implement PBIS. $28,258 (Object 1000/3000) Maintain behavior programs for elementary. Funding Source: Base Grant
6.2 Ensure all sites have a positive school culture where student voices are heard and respected.	State Priority: #6 School Climate UUSD Strategic Plan: 2.C.2 3.A.7	Provide instruction using Anti-Bullying lessons from OLWEUS at all grade levels. Complete School Site Safety Plans and submit for board approval. Establish an updated ratio for proctors at 7-	LEA		All students participate in Anti-Bullying lessons. $22,608 (Object 1000/3000) Submit safety plans by site and maintain site safety committees. $3,000 (Object 2000/3000) Provide adequate proctors at 7-12 sites. $293,684 (Object 2000/3000)	All students participate in Anti-Bullying lessons. $22,608 (Object 1000/3000) Submit safety plans by site and maintain site safety committees. $3,000 (Object 2000/3000) Provide adequate proctors at 7-12 sites. $293,684 (Object 2000/3000)	All students participate in Anti-Bullying lessons. $22,608 (Object 1000/3000) Submit safety plans by site and maintain site safety committees. $3,000 (Object 2000/3000) Provide adequate proctors at 7-12 sites. $293,684 (Object 2000/3000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		12 campuses. Establish and updates ratio for noon supervision at elementary.			Provide adequate noon supervision at elementary sites. $135,000 (Object 2000/3000) Funding Source: Base Grant	Provide adequate noon supervision at elementary sites. $135,000 (Object 2000/3000) Funding Source: Base Grant	Provide adequate noon supervision at elementary sites. $135,000 (Object 2000/3000) Funding Source: Base Grant
7.1 Provide all students in grades 7-12 an individual parent counseling session to establish a-g plans for all students.	State Priority: #7 Course Access State Priority: #4 Pupil Achievement State Priority :#3 Parent Involvement UUSD Strategic Plan: 1.A.1 1.A.2 1.C.2 2.A.1	Schedule individual counseling sessions and provide parents with college readiness information.	LEA		Schedule individual counseling sessions and provide parents with college readiness information. Part of existing counseling resources	Schedule individual counseling sessions and provide parents with college readiness information. Part of existing counseling resources	Schedule individual counseling sessions and provide parents with college readiness information. Part of existing counseling resources
		Develop a comprehensive Guidance Curriculum.	LEA		Develop a comprehensive Guidance Curriculum. $5,000 (Object 4000) Funding Source: Base Grant	Implement a comprehensive Guidance Curriculum. $5,000 (Object 4000) Funding Source: Base Grant	Implement a comprehensive Guidance Curriculum. $5,000 (Object 4000) Funding Source: Base Grant
7.2 Design and implement a GATE/Enrichment program for advanced learners in grades 3-8.	State Priority: #7 Course Access State Priority :#5 Pupil Engagement State Priority :	Administer the COGAT each spring to students in grade 2-7.	LEA		Administer the COGAT each spring to students in grade 2-7. $2,500 (Object 2000/3000) Funding Source: Base Grant	Administer the COGAT each spring to students in grade 2-7. $2,500 (Object 2000/3000) Funding Source: Base Grant	Administer the COGAT each spring to students in grade 2-7. $2,500 (Object 2000/3000) Funding Source: Base Grant

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
7.2 (a) Increase the number of students enrolled in AP courses and taking the AP tests.	#4 Pupil Achievement UUSD Strategic Plan: 1.A.1 1.C.2	Design a GATE/Enrichment program for advanced learners in grade 3-8.	LEA		Design a GATE/Enrichment program for advanced learners in grade 3-8 and fund GATE coordinators at site. $78,210 (Object 1000-3000) Funding Source: Base Grant	Design a GATE/Enrichment program for advanced learners in grade 3-8 and fund GATE coordinators at site. $78,210 (Object 1000-3000) Funding Source: Base Grant	Design a GATE/Enrichment program for advanced learners in grade 3-8 and fund GATE coordinators at site. $78,210 (Object 1000-3000) Funding Source: Base Grant
7.3 Support alternative programs that contribute to a high graduation rate.	State Priority: #7 Course Access State Priority :#5 Pupil Engagement State Priority : #4 Pupil Achievement UUSD Strategic Plan: 1.A.1 1.C.3 2.B.4	Provide Support to enhance the instructional program at Hillside High School including Linked Learning and ROP. Provide Summer School at UHS	LEA		Provide support to enhance the instructional programs at Hillside High School. Improve ROP and the Linked Learning Programs. $714,635 (Object 1000-5000) Establish Summer School at UHS for credits recovery. $130,000 (Object 1000-3000) Funding Source: Supplemental/Concentration, ROP, Link Learning Grant	Provide support to enhance the instructional programs at Hillside High School. Improve ROP and the Linked Learning Programs. $714,635 (Object 1000-5000) Establish Summer School at UHS for credits recovery. $130,000 (Object 1000-3000) Funding Source: Supplemental/Concentration, ROP, Link Learning Grant	Provide support to enhance the instructional programs at Hillside High School. Improve ROP and the Linked Learning Programs. $714,635 (Object 1000-5000) Establish Summer School at UHS for credits recovery. $130,000 (Object 1000-3000) Funding Source: Supplemental/Concentration, ROP, Link Learning Grant
		Continue to maintain the Pregnant Minor Program/ Hawk's Nest.			Continue to maintain the Pregnant Minor Program/ Hawk's Nest. $113,169 (Object 1000-5000) Funding Source: Base Grant	Continue to maintain the Pregnant Minor Program/ Hawk's Nest. $113,169 (Object 1000-5000) Funding Source: Base Grant	Continue to maintain the Pregnant Minor Program/ Hawk's Nest. $113,169 (Object 1000-5000) Funding Source: Base Grant

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
8.1 Provide students with materials for Visual and Performing Arts K-6. Provide students with band instruments	State Priority #8 Other Pupil Outcomes State Priority #2 Implementation of State Standards UUSD Strategic Plan: 1.A	Provide an articulated K-6 curriculum in visual and performing arts.	LEA		Select K-6 VAPA instructional materials and implement (Visual Art) $50,000 (Object 4000) Funding Source: Base Grant	Select K-6 VAPA instructional materials and implement (Music) $25,000 (Object 4000) Funding Source: Base Grant	Select K-6 VAPA instructional materials and implement (Dance/ Theater) $25,000 (Object 4000) Funding Source: Base Grant
8.2 Ensure physical education instruction with an emphasis on the six Physical Fitness Criteria on the California	State Priority: #8 Other Pupil Outcomes UUSD Strategic Plan: 1.A.4	Provide P.E. instruction that emphasizes physical fitness in grades K-10, including nutrition	LEA		Support the elementary P.E. program. $510,527 (Object 1000-3000) Fund Source: Base Grant/Common Core/ Supplemental/Concentration Grant	Support the elementary P.E. program. $510,527 (Object 1000-3000) Fund Source: Base Grant/Common Core/ Supplemental/Concentration Grant	Support the elementary P.E. program. $510,527 (Object 1000-3000) Fund Source: Base Grant/Common Core/ Supplemental/Concentration Grant

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Physical Fitness Test.					Assess grades 7-12 P.E. program and plan for enhancements (Drug Awareness, Nutrition and Sex Education). $10,000 (Object 5000) Funding Source: Base Grant	Implement in grades 7-12 a P.E. program that includes drug awareness, nutrition and sex education. $10,000 (Object 5000) Funding Source: Base Grant	Implement in grades 7-12 a P.E. program that includes drug awareness, nutrition and sex education. $10,000 (Object 5000) Funding Source: Base Grant

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
2.1 Build teacher and paraprofessional and administrator capacity with instructional strategies for Common Core instruction particularly in the areas of student engagement, math problem solving, reading informational text, and 21st century skills.	State Priority #2 UUSD Strategic Plan: 1.A.1 , 1.A.3, 1.A.5	**For low income pupils & Foster Youth:** Train principals and teachers on strategies for working with children of poverty.	LEA		Provide professional development a framework for understanding poverty-(Ruby Payne) $5,391(Object 1000/3000/5000) Funding Source: Supplemental/Concentration Grant	The district professional development plan will be reviewed and revised annually. $5,391(Object 1000/3000/5000) Funding Source: Supplemental/Concentration Grant	The district professional development plan will be reviewed and revised annually. $5,391(Object 1000/3000/5000) Funding Source: Supplemental/Concentration Grant
		For English Learners & Reclassified Students: Train teachers on the newly adopted ELD standards and effective ELD Instruction.	LEA		Provide professional development on ELD Standards and effective ELD Instruction. $55,212(Object 1000/3000/5000) Funding Source: Supplemental/Concentration Grant	Provide professional development on ELD Standards and effective ELD Instruction. $55,212(Object 1000/3000/5000) Funding Source: Supplemental/Concentration Grant	Provide professional development on ELD Standards and effective ELD Instruction. $55,212(Object 1000/3000/5000) Funding Source: Supplemental/Concentration Grant
2.3 Increase student engagement and access to	State Priority #2 Implementation of State Standards	**For low income pupils & Foster Youth:** Provide access to technology beyond	LEA		Provide after-school computer classes for students and parents $56,450(Object 2000 - 4000)	Provide after-school computer classes for students and parents $56,450(Object 2000-4000)	Provide after-school computer classes for students and parents $56,450(Object 2000-4000)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
learning through the effective use of technology in daily instruction as described in 21st Century Learning Skills, including the use of Learning Management Systems (LMS).	UUSD Strategic Plan: 1.A.5	the school day.			Funding Source: Supplemental/Concentration Grant	Funding Source: Supplemental/Concentration Grant	Funding Source: Supplemental/Concentration Grant
		For English Learners & Reclassified Students: Provide access to technology beyond the school day with translation available to parents.	LEA		Provide after-school computer classes for students and parents $56,450 (Object 2000-4000) Funding Source: Supplemental/Concentration Grant	Provide after-school computer classes for students and parents $56,450 (Object 2000-4000) Funding Source: Supplemental/Concentration Grant	Provide after-school computer classes for students and parents $56,450 (Object 2000-4000) Funding Source: Supplemental/Concentration Grant
3.1 Promote parent involvement in committees, workshops, attendance at school events and volunteering at schools.	State Priority # 3 UUSD Strategic Plan: 2.A.1	**For low income pupils & Foster Youth:** Offer parent academies on how to support student success.	LEA		Provide a parent night with guest speakers. (Marcia Tate) $10,000 Funding Source: Supplemental/Concentration Grant, Title I	Provide a parent night with guest speakers. (Marcia Tate) $10,000 Funding Source: Supplemental/Concentration Grant, Title I	Provide a parent night with guest speakers. $10,000 Funding Source: Supplemental/Concentration Grant, Title I
		For English Learners & Reclassified Students: Offer parent academies in Spanish on how to support student success.	LEA		Provide Parent Institutes for Quality Education (PIQE) in English and Spanish. $11,232(Object 5000) Funding Source: Supplemental/Concentration Grant	Provide Parent Institutes for Quality Education (PIQE) in English and Spanish. $11,232(Object 5000) Funding Source: Supplemental/Concentration Grant	Provide Parent Institutes for Quality Education (PIQE) in English and Spanish. $11,232(Object 5000) Funding Source: Supplemental/Concentration Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Hire a Parent Liaison to support second language families. Support parents in the acquisition of English			Provide a parent liaison at school sites with more than 10% of English Learners $150,754(Object 2000/3000) Provide adult ESL classes for parents. Funding Source: Supplemental/Concentration Grant, Title I	Provide a parent liaison at school sites with more than 10% of English Learners $150,754(Object 2000/3000) Provide adult ESL classes for parents. Funding Source: Supplemental/Concentration Grant, Title I	Provide a parent liaison at school sites with more than 10% of English Learners $150,754(Object 2000/3000) Provide adult ESL classes for parents. Funding Source: Supplemental/Concentration Grant, Title I
		Communicate in the home language of parents to promote high quality engagement.	LEA, SITE		Translate all district and school communication in Spanish. $6,075(Object 2000/3000) Funding Source: Supplemental/Concentration Grant	Translate all district and school communication in Spanish. $6,075(Object 2000/3000) Funding Source: Supplemental/Concentration Grant	Translate all district and school communication in Spanish. $6,075(Object 2000/3000) Funding Source: Supplemental/Concentration Grant
4.1 Promote college readiness for students beginning in kindergarten	State Priority # 4 State Priority #7 UUSD Strategic Plan: 1.A.1 1.A.2 1.C.2	**For low income pupils & Foster Youth:** Train teachers and administrators on the AVID Program.	SITE		Provide AVID training to staff. $18,166(Object 1000/3000) Funding Source: Supplemental/Concentration Grant	Provide AVID training to staff. $18,166 (Object 1000/3000) Funding Source: Supplemental/Concentration Grant	Provide AVID training to staff. $18,166 (Object 1000/3000) Funding Source: Supplemental/Concentration Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Increase staff awareness of the needs of Foster Youth, and promote college and career readiness for Foster Youth			Provide AVID teachers at designated sites. $16,072(Object 5000) Funding Source: Supplemental/Concentration Grant Hire a Foster Youth case manager for Healthy Start. $34,353 (Object 2000/3000) Funding Source: Supplemental/Concentration Grant	Provide AVID teachers at designated sites. $16,072 (Object 5000) Funding Source: Supplemental/Concentration Grant Hire a Foster Youth case manager for Healthy Start. $34,353 (Object 2000/3000) Funding Source: Supplemental/Concentration Grant	Provide AVID teachers at designated sites. $16,072 (Object 5000) Funding Source: Supplemental/Concentration Grant Hire a Foster Youth case manager for Healthy Start. $34,353 (Object 2000/3000) Funding Source: Supplemental/Concentration Grant
		For English Learners & Reclassified Students: Train teachers and administrators on the AVID program for English Learners.	SITE		Provide AVID training for English Learners to staff. $18,166(Object 1000/3000) Funding Source: Supplemental/Concentration Grant Provide AVID teachers at designated sites. $16,072(Object 5000) Funding Source: Supplemental/Concentration Grant	Provide AVID training for English Learners to staff. $18,166(Object 1000/3000) Funding Source: Supplemental/Concentration Grant Provide AVID teachers at designated sites. $16,072(Object 5000) Funding Source: Supplemental/Concentration Grant	Provide AVID training for English Learners to staff. $18,166(Object 1000/3000) Funding Source: Supplemental/Concentration Grant Provide AVID teachers at designated sites. $16,072(Object 5000) Funding Source: Supplemental/Concentration Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4.2 Provide intensive reading intervention to students in grades K-2.	State Priority # 4 State Priority # 7 UUSD Strategic Plan: 1.A.1 1.A.2 1.C.2	**For low income pupils & Foster Youth:** Provide additional support for low-income and foster youth in reading. Provide professional development and materials in research-based instructional strategies to support low income/foster youth.	LEA		Provide additional support for Grades K-2 classrooms with more than 50% low income learners. $246,842 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for K-2 classrooms with more than 50% low income learners. $246,842 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for K-2 classrooms with more than 50% low income learners. $246,842 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant
					Purchase research-based supplemental instructional materials. (F&P Leveled Literacy Intervention) $35,000 (Object 4000) Funding Source: Supplemental/Concentration Grant	Purchase research-based supplemental instructional materials. (F&P Leveled Literacy Intervention) $35,000 (Object 4000) Funding Source: Supplemental/Concentration Grant	Purchase research-based supplemental instructional materials. (F&P Leveled Literacy Intervention) $35,000 (Object 4000) Funding Source: Supplemental/Concentration Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For English Learners: Provide additional support for English Learners in reading. Provide Professional development and materials in research-based instructional strategies to support English Learners. (Frontloading and re-teaching key standards)	LEA		Provide additional support for Grades K-2 classrooms with more than 25% of English Learners $246,842 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for Grades K-2 classrooms with more than 25% of English Learners $246,842 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for Grades K-2 classrooms with more than 25% of English Learners $246,842 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant
					Purchase research-based supplemental instructional materials. $35,000(Object 4000) Funding Source: Supplemental Concentration Grant	Purchase research-based supplemental instructional materials. $35,000(Object 4000) Funding Source: Supplemental Concentration Grant	Purchase research-based supplemental instructional materials. $35,000(Object 4000) Funding Source: Supplemental Concentration Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4.3 Provide articulated writing instruction to students in K-6 for proficiency on a sixth grade writing prompt.	State Priority # 4 State Priority #2 State Priority # 7 UUSD Strategic Plan: 1.A.1 1.A.2	**For low income pupils & Foster Youth:** Provide additional support in writing through the Literacy Labs. Provide professional development and materials in research-based instructional strategies to support low income/foster youth.	SITE		Provide additional support for students in writing. $21,263(Object 1000-3000) Funding Source: Supplemental/Concentration Grant Purchase research-based supplemental instructional writing materials. (Lucy Calkins Units of Study, DBQ's) $5,000(Object 4000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students in writing. $21,263(Object 1000-3000) Funding Source: Supplemental/Concentration Grant Purchase research-based supplemental instructional writing materials. (Lucy Calkins Units of Study, DBQ's) $5,000(Object 4000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students in writing. $21,263(Object 1000-3000) Funding Source: Supplemental/Concentration Grant Purchase research-based supplemental instructional writing materials. (Lucy Calkins Units of Study, DBQ's) $5,000(Object 4000) Funding Source: Supplemental/Concentration Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For English Learners & Reclassified Students: Provide additional support in writing through the Literacy Labs Provide professional development and materials in research-based instructional strategies to support English Learners.	SITE		Provide additional support for students in writing. $21,263 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant Purchase research-based supplemental instructional writing materials. (Lucy Calkins Units of Study, DBQ's) $5,000 (Object 4000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students in writing. $21,263 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant Purchase research-based supplemental instructional writing materials. (Lucy Calkins Units of Study, DBQ's) $5,000 (Object 4000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students in writing. $21,263 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant Purchase research-based supplemental instructional writing materials. (Lucy Calkins Units of Study, DBQ's) $5,000 (Object 4000) Funding Source: Supplemental/Concentration Grant
4.4 Design and implement a Common Core Math Course Plan and support students with algebra interventions.	State Priority # 4 State Priority # 2 State Priority # 7 UUSD Strategic Plan: 1.A.1 1.A.2	**For low income pupils & Foster Youth:** Provide additional support for students taking Algebra I.	SITE		Provide additional support for students taking Algebra I. $16,955 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students taking Algebra I. $16,955 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant Object 1000/3000)	Provide additional support for students taking Algebra I. $16,955 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant Object 1000/3000)
		For English Learners & Reclassified Students: Provide additional support for students taking Algebra I.	SITE		Provide additional support for students taking Algebra I. $16,955 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students taking Algebra I. $16,955 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students taking Algebra I. $16,955 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4.5 Provide Expository Reading and Writing Course (ERWC) training to all grade 7-12 English teachers to increase the percentage of students who are college ready on the Early Assessment Program (EAP) in English Language Arts	State Priority #4 State Priority # 2 State Priority #7 UUSD Strategic Plan: 1.A.1 1.A.2	**For low income pupils & Foster Youth:** Provide additional support for students beyond the school day.	SITE		Provide additional support for students in writing. $11,303 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students in writing. $11,303 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students in writing. $11,303 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant
		For English Learners & Reclassified Students: Provide additional support for students beyond the school day.	SITE		Provide additional support for students in writing. $11,303 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students in writing. $11,303 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant	Provide additional support for students in writing. $11,303 (Object 1000-3000) Funding Source: Supplemental/Concentration Grant
4.6 Increase the percentage of all limited and reclassified English proficient students to	State Priority #4 State Priority #2 UUSD Strategic Plan: UUSD Master	**For low income pupils & Foster Youth: N/A**	LEA				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
become or remain proficient in English and perform at grade level in Reading Language Arts and Math.	Plan for English Learners: Chapter 3	**For English Learners & Reclassified Students:** Monitor student academic progress and provide research based interventions as needed.	LEA and School wide		Provide during/before/after school interventions as needed. $114,403 (Object 1000/3000/4000) Funding Source: Supplemental/Concentration Grant	Provide during/before/after school interventions as needed. $114,403 (Object 1000/3000/4000) Funding Source: Supplemental/Concentration Grant	Provide during/before/after school interventions as needed. $114,403 (Object 1000/3000/4000) Funding Source: Supplemental/Concentration Grant
4.7 Explore, implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support,	State Priority #4	Explore, implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc.	LEA-Wide		Explore, implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. $1,416,655 (Object 1000-5000) Funding Source: Supplemental/Concentration Grant	Explore, implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. $924,804 (Object 1000-5000) Funding Source: Supplemental/Concentration Grant	Explore, implement and allocate resources to provide additional support to English Learners, Low-Income and Foster Youth students, including professional development, personnel support, intervention programs, etc. $924,804 (Object 1000-5000) Funding Source: Supplemental/Concentration Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
intervention programs, etc. Write site plans for school achievement and support with adequate funding, aligned to the LCAP and the Strategic Plan.							
6.1 Decrease the district wide suspension rate by implementing other means of correction.	State Priority: #6 School Climate UUSD Strategic Plan: 2.C.2	**For low income pupils & Foster Youth**: Research alternatives to suspension and provide other means of corrective action.	LEA		Research behavior support and intervention programs to decrease suspension rates. $60,000 (Object 1000-5000) Funding Source: Supplemental/Concentration Grant	Develop behavior support and intervention programs to decrease suspension rates. $60,000 (Object 1000-5000) Funding Source: Supplemental/Concentration Grant	Implement behavior support and intervention programs to decrease suspension rates. $60,000 (Object 1000-5000) Funding Source: Supplemental/Concentration Grant
		For English Learners & Reclassified Students: Research alternatives to suspension and provide other means of corrective action.	LEA		Research behavior support and intervention programs to decrease suspension rates. $60,000 (Object 1000-5000) Funding Source: Supplemental/Concentration Grant	Develop behavior support and intervention programs to decrease suspension rates. $60,000 (Object 1000-5000) Funding Source: Supplemental/Concentration Grant	Implement behavior support and intervention programs to decrease suspension rates. $60,000 (Object 1000-5000) Funding Source: Supplemental/Concentration Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
7.1 Provide all students in grades 7-12 an individual parent counseling session to establish a-g plans for all students.	State Priority: #7 Course Access State Priority: #4 Pupil Achievement State Priority :#3 Parent Involvement UUSD Strategic Plan: 1.A.1 1.A.2 1.C.2 2.A.1	**For low income pupils & Foster Youth:** Monitor student academic progress and provide research based interventions as needed.	SITE		Implement AVID Funding: Cost in 4.1	Implement AVID Funding: Cost in 4.1	Implement AVID Funding: Cost in 4.1
		For English Learners & Reclassified Students: Implement AVID	SITE		Implement AVID Funding: Cost in 4.1	Implement AVID Funding: Cost in 4.1	Implement AVID Funding: Cost in 4.1
7.3 Support alternative programs that contribute to a high graduation rate.	State Priority: #7 Course Access State Priority :#5 Pupil Engagement State Priority : #4 Pupil Achievement UUSD Strategic Plan: 1.A.1 1.C.3 2.B.4	**For low income pupils & Foster Youth: N/A** Improve elective offerings at Hillside and Adult Ed.	SITE		Add elective sections at Hillside and Adult Ed. $38,457(Object 1000/3000) Funding Source: Supplemental/Concentration Grant	Add elective sections at Hillside and Adult Ed. $38,457(Object 1000/3000) Funding Source: Supplemental/Concentration Grant	Add elective sections at Hillside and Adult Ed. $38,457(Object 1000/3000) Funding Source: Supplemental/Concentration Grant
		For English Learners & Reclassified Students: Improve elective offerings at Hillside and Adult Ed., including Spanish I	SITE		Add elective sections at Hillside and Adult Ed. $38,457(Object 1000/3000) Funding Source: Supplemental/Concentration Grant	Add elective sections at Hillside and Adult Ed. $38,457(Object 1000/3000) Funding Source: Supplemental/Concentration Grant	Add elective sections at Hillside and Adult Ed. $38,457(Object 1000/3000) Funding Source: Supplemental/Concentration Grant

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Upland Unified School District's increase in funds for Low-Income, Foster Youth and English Learners is $3,068,475 (approximately $1,493,861 was spent in 2013-14). As of December 2013, the District has an unduplicated pupil percentage of 59% and has included a few goals to be implemented on a District-Wide basis. Student sub-group data includes 12.8% English Learners, 59.2% Low-Income, and 0.36% Foster Youth students. We are spending $4,562,336 this year by providing the following services: professional development, modeling and coaching for teachers to support quality instruction; collaborative data analysis processes will be supported through CCSS based district benchmark assessments; intervention programs will be expanded; summer school will continue to support students to graduate who are credit deficient; additional funding will be provided for schools to meet the needs of their English Learners, Socio-Economically Disadvantaged, and Foster Youth; Advancement Via Individual Determination (AVID) program will be increased; continue to build technology capacity at school sites; as well as increased personnel, programs, interventions and support for English Learners, Socio-Economically Disadvantaged, and Foster Youth. By providing the aforementioned programs and services Upland Unified School District aims to achieve its goals because: a highly qualified, well trained teacher will provide First Best Instruction in UUSD classrooms; assessments taken by students at regular intervals will provide valuable information to teachers about their students' levels; analysis of test data supports the best instructional practices in the classroom; academic interventions provide extra support for students not meeting academic expectations; a well trained supported teacher will provide effective instruction; additional opportunities will be given to students to graduate from High School; additional funding provided to schools allows for more prescriptive support for English Learners, Low-Income, Foster Youth and other subgroups; AVID programs support students and increase access to college; additional technology, training and support in classrooms assists students to fully access Common Core State Standards during instruction; and additional personnel support will increase presence of qualified educators/para-professionals at schools and will increase direct contact with students, parents, and teachers to improve student achievement and school climate.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA

shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Upland Unified School District's proportionality increase is 6.04%. We are meeting the minimum proportionality percentage as evidenced by spending $4,562,336 this year by providing the following services: professional development, modeling and coaching for teachers to support quality instruction; collaborative data analysis processes will be supported through CCSS based district benchmark assessments; intervention programs will be expanded; summer school will continue to support students to graduate who are credit deficient; additional funding will be provided for schools to meet the needs of their English Learners, Socio-Economically Disadvantaged, and Foster Youth; Advancement Via Individual Determination (AVID) program will be increased; continue to build technology capacity at school sites; as well as increased personnel, programs, interventions and support for English Learners, Socio-Economically Disadvantaged, and Foster Youth. By providing the aforementioned programs and services Upland Unified School District aims to achieve its goals because: a highly qualified, well trained teacher will provide First Best Instruction in UUSD classrooms; assessments taken by students at regular intervals will provide valuable information to teachers about their students' levels; analysis of test data supports the best instructional practices in the classroom; academic interventions provide extra support for students not meeting academic expectations; a well trained supported teacher will provide effective instruction; additional opportunities will be given to students to graduate from High School; additional funding provided to schools allows for more prescriptive support for English Learners, Low-Income, Foster Youth and other subgroups; AVID programs support students and increase access to college; additional technology, training and support in classrooms assists students to fully access Common Core State Standards during instruction; and additional personnel support will increase presence of qualified educators/para-professionals at schools and will increase direct contact with students, parents, and teachers to improve student achievement and school climate.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.