

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

6.3% Suspension rate - Need to decrease suspensions schoolwide

Athletic Participation has decreased by approximately 300 students

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------------|---|---|
| California Dashboard-Suspension rates | <p>*6.3% Suspension rate (Previous year 3.7%) State 3.4%</p> <p>*African American: 10.5% Increased 2.9%</p> <p>*American Indian: N/A</p> <p>*Asian: 2.5% Increased 1%</p> <p>*English Learners: 7.7% Increased 2.3%</p> <p>*Filipino: 2.9% Increased 2.9%</p> <p>*Foster Youth: N/A</p> <p>*Hispanic: 6.4% Increased 3%</p> <p>*Homeless: 8.7% Increased 3.7%</p> | <p>3.3% Suspension rate Decrease 3%</p> <p>African American: 5.5% Decrease 5%</p> <p>American Indian: N/A</p> <p>Asian: 1% Decrease 1.5%</p> <p>English Learners: 4% Decrease 3.7</p> <p>Filipino: 1.5% Decrease 1.4%</p> <p>Foster Youth: N/A</p> <p>Hispanic: 4.8% Decrease 3.9%</p> <p>Homeless: 4.5% Decrease 4.2%</p> <p>Pacific Islander: N/A</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------|--|---|
| | <p>*Pacific Islander: N/A</p> <p>*SED: 7.4% Increased 2.6%</p> <p>*SWD: 12% Increased 6.6%</p> <p>*Two or more races: 2.9% Decreased 2.7%</p> <p>*White: 5.8% Increased 2.4%</p> | <p>SED: 4% Decrease 3.4%</p> <p>SWD: 6% Decrease 6%</p> <p>Two or more races: 1.5% Decrease 1.4%</p> <p>White: 3.5% Decrease 2.3%</p> |
| Athletics | Approximately 920 students participate in sports each year. | We anticipated approximately 1,200 students participating, our athletic participation has decreased. |
| Band | Approximately 150 students participate in band each year. | Due to the pandemic, we anticipate a decline in enrollment in band. Additionally, UJH did not have a band during the 2020-2021 school year. |
| Choir | Approximately 100 students participate in choir each year. | Due to the pandemic, our choir enrollment declined to less than 100. We expected to keep the enrollment above 100. |
| Schoolwide Clubs | Approximately 500 students participate in 30+ clubs on campus each year. | We anticipate similar enrollment in schoolwide clubs. |
| Theater | Approximately 150-170 students participate in theater each year. | Due to the pandemic, we anticipate a decline in enrollment in theater. |
| Chronic absenteeism | <p>2018-2019 Chronic absenteeism 17.1 % (State 12.1)</p> <p>African American: 18%</p> <p>American Indian or Alaska Native: 33.3%</p> <p>Asian: 9.7%</p> <p>Hispanic: 17.4%</p> | <p>2022-2023 Chronic absenteeism 12.1 %</p> <p>African American: 10%</p> <p>American Indian or Alaska Native: 24.3%</p> <p>Asian: 6.7%</p> <p>Hispanic: 12.4%</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| | <p>Pacific Islander: 42.1%</p> <p>White: 18.2%</p> <p>Two or More Races: 4.1%</p> <p>SED: 19.4%</p> <p>Homeless: 29.8%</p> <p>EL: 16.7%</p> <p>SWD: 21.7%</p> | <p>Pacific Islander: 35.1%</p> <p>White: 12.2%</p> <p>Two or More Races: 2.1%</p> <p>SED: 13.4%</p> <p>Homeless: 22.8%</p> <p>EL: 10.7%</p> <p>SWD: 14.7%</p> |
| KELVIN "PULSE" SURVEY Perception Data | <p>2020-2021</p> <p>End-of-year (5/3/21-5/21/21) 24% student participation Of those participating:</p> <ul style="list-style-type: none"> 74% favorable climate/culture opinion <p>Four dimensions explored:</p> <p>1. Hope: 86% favorable There is an adult in my life who cares about my future. 86% I know I will graduate from high school. - 90% I know I will find a good job in the future - 88% I know college is an option for me after high school. - 86% I can think of many ways to get good grades. - 85% I have many goals. - 80% I can find many ways to deal with problems. - 79%</p> <p>2. Undefined/Academic achievement: 75% favorable</p> <p>3. Engaged: 73% favorable Teachers treat me with respect. - 91% I feel safe in school. - 81% The adults at my school care about me. - 82%</p> | <p>2022-2023</p> <p>80% FAVORABLE CLIMATE/CULTURE OPINION</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| | <p>My teachers make me feel my school work is important. - 79%</p> <p>I have a best friend at school. - 73%</p> <p>In the last seven days, I have learned something interesting at school. - 70%</p> <p>How often do you miss school? - 26% report some/a lot</p> <p>In the last seven days, someone has told me I have done good work at school. - 54%</p> <p>4. Well-being: 64% favorable</p> <p>If you are in trouble, you have family/friends you can count on whenever you need them. - 89%</p> <p>Based on your experiences yesterday, did you smile or laugh a lot? - 66%</p> <p>Students treat each other well. - 81%</p> <p>Do you have any health problems that keep you from doing any of the things that people your age normally do? - 34%</p> <p>Based on your experiences yesterday, did you have enough energy to get things done? - 61%</p> <p>Based on your experiences yesterday, did you learn or do something interesting? - 60%</p> <p>On a scale of 1-10 (10 high), how would you rate your life? - 38% positive (7 or above)</p> <p>On a scale of 1-10 (10 high), how do you think you will rate your life in five years? -58% positive (7 or above)</p> | |
| Attendance for athletics and activities | Historically at UHS, this data has not been consistently obtained. UHS administration, in collaboration with other staff members, will implement an | Will use this school year to collect data to establish our baseline. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|------------------|
| | accountability system this academic year to begin acquiring data. The data will be analyzed throughout the school year and will be used to inform decision-making with a goal of increasing athletics/activities attendance. | |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African American
EL
Foster/Homeless

Strategy/Activity

1.1: Decrease Suspension Rates Among Student Groups

- Provide professional development/learning and collaboration opportunities for all staff to further the implementation of PBIS (such as Upland Strong), restorative practices, other means of correction.
- Increase the effective use of research-based instructional and SEL strategies in order to improve their abilities to effectively serve diverse student groups. This shall include but not limited to training in outward mindset and implicit bias.
- Purchase/renew Software/hardware to facilitate the use of technology to utilize PBIS rewards system to recognize and reward positive student behaviors such as SchoolMint
- Stipend for a PBIS lead teacher/counselor to take the lead implementing PBIS on campus.
- Materials and supplies to promote PBIS expectations and improve climate and culture.

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 50,000 | LCAP |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

| |
|--------------|
| All students |
|--------------|

Strategy/Activity

| |
|---|
| <p>1.2 Increase accessibility to Extracurricular Activities provided on & off-campus</p> <p>a. Provide professional development/learning, training, and conferences for our activities director, link crew coordinators, administration, and other staff members, including but not limited to the California Association of Directors of Activities (CADA).</p> <p>b. Provide students opportunities to attend conferences, workshops, seminars, and field trips to CAAASA, leadership conferences and transportation to and from events.</p> <p>c. Update Front Office to provide a welcoming entrance for families, students and campus visitor such as wall/desk graphics and banners. This includes but is not limited to front office furniture to display activities on campus such as display cases.</p> <p>d. Update exterior of ASB room and Student Store to help students find these key locations on campus. Updates such as exterior door graphics/vinyl, window/wall graphics branding the student store.</p> <p>e. Provide clerical support for Activities Director such as clerical stipend position or clerical OT. This person will assist in communicating all information to families in a timely manner and ensuring all timelines are met.</p> <p>f. Provide technology such as scanners & software programs such as Event Tracker to assist in checking in and out students for events, clubs, and other activities.</p> <p>g. Provide activities, assemblies, and guest speakers that specifically engage our identified student groups (African American, EL, Foster/Homeless).</p> <p>h. Provide training and support for club advisors in the areas of fundraising, organization, and communication to increase student participation in clubs, and to align club outcomes with school goals.</p> <p>i. Provide Branding for Athletics Night & Signing Day to increase positive perception on campus and to keep students engaged in the programs we have to offer.</p> <p>j. Provide rooter bus transportation to important athletic events such as CIF playoff games.</p> <p>Additional Needs to Support Strategies</p> |
|---|

Basic supplies (paper, writing utensils, office supplies, etc)
 Technology - hardware and software programs, computer devices
 Extra duty pay/sub pay
 Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)
 Light refreshments
 Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

75,000.00

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

1.3 Decrease SART & SARB meetings by focusing on positive attendance strategies.

a. Provide training for all office clerical staff, such as customer service, Aeries Reporting and Communication and other trainings as needed.

b. Provide Attendance awards and PBIS rewards and prizes, such as t-shirts, pizza parties and dance tickets, certificates & lunch giveaways.

c. Provide Family engagement nights that support families to work with their students to be engaged in school, creating a positive family relationship with Upland High School.

d. Provide professional development/learning for anti-bullying programs.

e. Provide paraprofessionals to support students needs such as African-American, English Language Learners, Foster/McKinney Vento students and their peers with a tier 1 de-escalation room that students have access to when the wellness center is in confidential use. Provide additional paraprofessional to support English Learners as needed in the classroom.

f. Provide clerical staff extra hours or provide additional staff to make calls home at night regarding student attendance. Staff who can speak additional languages will be utilized for this role to reach our EL families.

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)
 Technology - hardware and software programs, computer devices
 Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)
Light refreshments
Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

25,478.33

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners
Foster/McKinney Vento

Strategy/Activity

1.4 Increase Student and Family Access & Connection to Campus

a. Update exterior door signs on campus to help students engage with the many services and support staff we have on campus such as Counseling Office, Administration, Athletic Director, Wellness Center, Student Services, Career Center & Attendance Office. Door signs may include items such as graphics, vinyls and or metal plates. This is to increase access for our English Language Learners, Foster/McKinney Vento students.

b. Provide training and support for club advisors in the areas of fundraising, organization, and communication to increase student participation in clubs, and to align club outcomes with school goals.

c. Create a system of post-event feedback and evaluation for continuous improvement of our school activities with the goal of a more connected activities program. Provide software to support such as PollWorks.

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 10,000 | LCAP |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

| |
|-----|
| ALL |
|-----|

Strategy/Activity

| |
|---|
| <p>1.5 Create a Positive Perception of a Safe & Welcoming Campus</p> <p>a. Provide proctors with consistent, clearly identifiable uniforms to ensure students feel safe by campus proctor presence on campus.</p> <p>b. Provide radios for all key staff on campus including but not limited to proctors, clerical staff, administration.</p> <p>c. Provide megaphones for staff on campus to aid in informing students of directions during emergencies.</p> <p>d. Provide/purchase Emergency folders and materials to increase the perception of a safe campus to students & staff.</p> <p>e. Ensure campus proctors are trained in how to interact with students to promote positive relationships and are proficient in de-escalation techniques with various groups of students.</p> <p>Additional Needs to Support Strategies</p> <p>Basic supplies (paper, writing utensils, office supplies, etc)</p> <p>Technology - hardware and software programs, computer devices</p> <p>Extra duty pay/sub pay</p> <p>Materials for communication and improving campus climate (Flyers, banners, pamphlets, electronic communication subscriptions, etc)</p> <p>Light refreshments</p> <p>Translation/interpretation services</p> |
|---|

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 15,000 | LCAP |

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies/activities will be implemented as needed to achieve increased achievement in the articulated goals.

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

There are no major differences to report at this time.

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

There are no changes that will be made to these goals at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|---|---|
| California Dashboard-ELA | ELA overall 55.74% met or exceeded the standards 2019 57.97% African American students not meeting ELA standards with a decrease of 3.8 points from 18/19. 50.48% Hispanic Latino students not meeting ELA standards with a decrease of 10.6 points from 18/19. 53.75% Socioeconomically disadvantaged students not meeting ELA standards with a decrease of 15.4 points from 18/19. 49.25% English Language Learners not meeting ELA standards with a decrease of 37.6 points from 18/19. 94.88% Students with disabilities not meeting ELA standards but an overall increase of 7.3 points from 18/19. | Overall performance increase by 3% African American students performance increase by 3% Hispanic Latino students performance increase by 3% Socioeconomically disadvantaged students performance increase by 3% English Language Learners performance increase by 3% Students with disabilities performance increase by 3% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------|---|--|
| | 60% Homeless students not meeting ELA standards | |
| California Dashboard-Math | <p>Math overall 32.53% met or exceed the standards 2019</p> <p>82.09% African American students not meeting Math standards but an overall increase of 8 points from 18/19.</p> <p>74.88% Hispanic Latino students not meeting Math standards but an overall increase of 5 points from 18/19.</p> <p>77.19% Socioeconomically disadvantaged students not meeting Math standards with a decrease of 1.5 points from 18/19.</p> <p>69.89% English Language Learners not meeting Math standards with a decrease of 21.7 points from 18/19.</p> <p>98.68% Students with disabilities not meeting Math standards but an overall increase of 0.4 points from 18/19.</p> <p>98.86% Homeless students not meeting Math standards</p> | <p>Overall performance increase by 3%</p> <p>African American students performance increase by 3%</p> <p>Hispanic Latino students performance increase by 3%</p> <p>Socioeconomically disadvantaged students performance increase by 3%</p> <p>English Language Learners performance increase by 3%</p> <p>Students with disabilities performance increase by 3%</p> |
| English Learner progress | <p>63.2% making progress towards English proficiency (2019 data)</p> <p>Level 4- 31.6%</p> <p>Level 3- 31.6%</p> <p>Level 2- 23.7%</p> <p>Level 1- 13.2%</p> <p>RFEP 29.4%</p> | <p>66.2% making progress towards English proficiency (at least 1 ELPI level)</p> |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Additional Needs to Support Strategies

- Basic supplies (paper, writing utensils, office supplies, etc)
- Technology - hardware and software programs, computer devices
- Extra duty pay/sub pay
- Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)
- Light refreshments
- Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

| |
|---|
| English Learners Foster/McKinney Vento African-American |
|---|

Strategy/Activity

| |
|---|
| 2.2 Increase achievement in CAASPP Math & ELA through intervention programs and family engagement strategies. a. Provide students with timely and appropriate tiered interventions during and after the school day, so that they can achieve mastery of content standards, skills, and concepts b. Utilize an intervention program, such as STAR , iXL and Freckle to support students in achieving mastery of content standards, skills, and concepts c. Provide targeted, small group instruction during and after the school day for designated student groups, based on data collected from internal and external assessments d. Conduct math family nights to engage families and community members to support students in mathematical learning. Additional Needs to Support Strategies Basic supplies (paper, writing utensils, office supplies, etc) Technology - hardware and software programs, computer devices Extra duty pay/sub pay Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc) Light refreshments Translation/interpretation services |
|---|

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 5,000 | LCAP |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2.3 Increase achievement in ELA CAASPP assessments through professional development, training and collaboration time.
- a. Provide professional development/learning, training, and conferences for paraeducators, teachers and administrators such as California Association of Teachers of English (CATE) and Professional Learning Communities (PLC), data-analysis (focused on targeted group performance), unit/lesson, and assessment design
 - b. Provide professional development/learning, training for teachers, paraeducators, and administrators on the CA ELA/ELD Framework, CA ELA/ELD Framework, CA-CCSS, Depth of Knowledge (DOK), and formative/summative assessment design
 - c. Provide teachers, paraeducators, and administrators time to collaborate within grade-level teams as well as interdisciplinary teams to share best practices, plan units/lessons, create assessments aligned to the SBAC Blueprint, as well as intervention activities and assignments.
 - d. Provide instructional technology training for teachers, paraeducators, and administrators to support the learning and engagement of students. Provide software (such as Edulastic) and time for training to create common assessments.
 - e. Provide professional development/learning for teachers, paraeducators, and administrators on teaching strategies for differentiated instruction (UDL, SDAIE strategies, Realia, etc), flexible grouping, as well as timely and appropriate intervention

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL

Strategy/Activity

2.4 Increase English Learner progress on CAASPP ELA & Math exams

- a. Provide professional development/learning, training for teachers, paraeducators, and administrators on the CA ELD Standards & Designated and Integrated ELD.
- b. Identify students who will benefit from taking Designated ELD and place EL students in appropriate classes. This will be done by providing training to counselors on the best class for EL students.
- c. Provide ELlevation training for staff, which includes data analysis and lesson planning
- d. Utilize an ELD curriculum, such as English 3D (or a similar curriculum), to support the language development of our students
- e. Provide funding for translation/interpretation for student-family related meetings, such as SSTs and 504s as well as all school information meetings
- f. Increase schoolwide awareness of academic achievement in ELPAC and celebrations and recognition
- g. Create a more robust English Learner Advisory Committee (ELAC) and strive for continuous improvement based on feedback and evaluation from stakeholders
- h. Provide a tutoring/writing program, such as Paper or other virtual programs to provide additional support for courses and college preparedness
- i. Provide ELD teacher support.

Additional Needs to Support Strategies

- Basic supplies (paper, writing utensils, office supplies, etc)
- Technology - hardware and software programs, computer devices
- Extra duty pay/sub pay
- Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)
- Light refreshments
- Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 52,913.20 | LCAP |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5 Increase achievement in CAASPP Math & ELA through intervention programs and family engagement strategies.

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

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

LCAP

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.6 Increase Staff Awareness of CAASPP Resources to Support Student Learning

- a. Provide training to teachers and administrators on CAASPP Interim Assessments and Tools for Teachers

b. Provide Timecard pay for Math & ELA Teachers to attend CAASPP webinars/trainings regarding IAB assessments and Tools for Teachers.

c. Provide Timecard pay for Math & ELA Teachers to plan and implement trainings to their peers on IAB assessments and Tools for Teachers.

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

LCAP

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies/activities will be implemented as needed to achieve increased achievement in the articulated goals.

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

There are no major differences to report at this time.

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

There are no changes that will be made to these goals at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|---|---|
| Graduation Rates CA Dashboard | Graduation rate 95.5% | Graduation rate 97% |
| College & Career Pathways | Enrollment 1582 students 49% of pathways completed | Enrollment 1664 students 52% of pathways completed |
| A-G Requirements | A-G 62% | A-G 65% |
| FAFSA Completion Rate | FAFSA Completion Rate 57.37% | FAFSA Completion Rate 95% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1 Increase Upland High School students Graduation Rates

- Communicate attendance and graduation expectations/requirements to staff, students, and community annually.
- Educate families and community on the importance of graduating high school through family/community meetings that are representative of our student groups

- c. Recognize and celebrate positive attendance, academic growth and achievement. Recognition could be in forms such as t-shirts and other Upland Swag.
- d. Provide staff training on how to effectively engage and support students in high school
- e. Create partnerships with local colleges and universities through school visits, field trips and lunch activities.
- f. Create an annual Family Night, where Sophomore & Senior Families can receive targeted support regarding their students graduation status & how they can ensure they are on track.
- g. Create partnerships with local employers to provide students with employment opportunities post-graduation.
- i. Create a signing day event that celebrates students who are going to college, entering the military or joining the workforce. Support will be provided in the form of branding material, such as signage, banners, flags, swag and posters. UHS Alumni T-shirts will be given as incentives in participating in the event.

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

60,000.00

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.2 Increase College and Career Readiness through UC/CSU completion rates increase in career preparation courses.

- a. Provide training for counselors to properly place and track students' progress in pursuit of UC/CSU A-G completion

- b. Provide Careers Fairs on campus and the resources that are needed to implement them, such as staffing, signage and marketing material.
- c. Increase the number of college and career days throughout the school year.
- d. Family/community information nights pertaining to requirements of college preparedness post-graduation
- f. Provide Science Department with laboratory technology and resources that align with college science laboratories and career specific skills. This will ensure all upland high school science students are prepared for scientific college majors and science careers.
- g. Provide support to Biotechnology course to ensure Upland High School students are prepared for this growing scientific field.

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

50,000.00

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.3 Increase FAFSA Completion & College Application Support for All Families

- a. Conduct family information nights throughout the school year to assist in FAFSA completion
- b. Provide Incentives for Attending FAFSA night such as Upland High School T-Shirts & Alumni Swag
- c. Implement "Upland University" during the school year (during the school day, evenings, and Saturday school) to support students and families in the college application process (FAFSA, essay writing, etc.)

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.4 Increase Pathway & Seal of Biliteracy Completion Rates

a. Inform community and feeder schools of all pathways and pathway requirements available to students.

b. Train counselors, administrators and clerical staff how to track Pathways in Aeries.

c. Conduct schoolwide pathway observance and celebration days to promote and celebrate pathways and pathway completion.

d. Inform students, community, and staff of requirements and benefits of students receiving the State Seal of Biliteracy

e. Advertise and celebrate students who receive the State Seal of Biliteracy.

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 5,000 | LCAP |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

| |
|-----|
| All |
|-----|

Strategy/Activity

| |
|--|
| 3.5 Increase Advanced Placement & Dual-Enrollment pass rates: a. Provide professional development/learning and training for all AP teachers b. Conduct AP study days/evenings/weekends before, during, and after school the school day c. Increase participation in dual enrollment/high school partnership programs at Chaffey Community College d. Create information nights or lunch activities for students to receive more information on AP classes and dual-enrollment classes d. Conduct ACT/SAT prep during and outside of the school day Additional Needs to Support Strategies Basic supplies (paper, writing utensils, office supplies, etc) Technology - hardware and software programs, computer devices Extra duty pay/sub pay Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc) Light refreshments Translation/interpretation services |
|--|

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 9,964.52 | LCAP |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

| |
|------------------------|
| African American EL |
|------------------------|

Strategy/Activity

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

- a. Provide services and mentoring programs to build student capacity in order to build a college-going culture and 21st-century learners with an emphasis on highlighting historically black colleges and universities, Hispanic Association of Colleges and Universities and Hispanic Serving Institutions (HSI).
- b. Tutor students in small study groups or individually and support the development of independent study skills necessary for success in higher-level classes.
- c. Provide branding & marketing material for career center to display a table during lunch at least twice a month. Branding items may include items such as branded tablecloths, pop up tents and lanyards to give away to students.
- d. Provide students opportunities to attend career fairs. This includes transportation and subs so teachers can chaperone students
- e. Provide guest/motivational speakers.
- f. Create partnerships with local first responders, wellness agencies, SEL groups, group homes, college & university internships.
- i. Provide time and resources for the Career Center Rep to shadow other school sites and bring best practices to Upland High School.

Additional Needs to Support Strategies

Basic supplies (paper, writing utensils, office supplies, etc)

Technology - hardware and software programs, computer devices

Extra duty pay/sub pay

Materials for communication (Flyers, banners, pamphlets, electronic communication subscriptions, etc)

Light refreshments

Translation/interpretation services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000

LCAP

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies/activities will be implemented as needed to achieve increased achievement in the articulated goals.

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

There are no major differences to report at this time.

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

There are no changes that will be made to these goals at this time.