

Local Control and Accountability Plan

Ukiah Unified

July 1, 2014 - June 30, 2017

09/04/2014

Introduction:

LEA: Ukiah
Unified

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LCAP Year: 2014

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			
Ukiah Unified School District has been engaged in a strategic planning process involving hundreds of stakeholders. The Strategic Planning Task Force/District Advisory committee has provided substantial input into the strategic plan after reviewing the district's data. The timeline below represents the meetings that were held to engage stakeholders in the development of the LCAP: February 10 & 14, 2014 - Strategic Planning Task Force meeting; February 24, 2014 - Technical Team Drafts the Strategic Plan; February 27, 2014 - Draft plan #1 is distributed to Task	Date	Action	Participants	Impact on LCAP
	XXAugust	Board meeting- Reviewed and approved the Strategic	Board of Trustees, UTA President, District Office	Clear communication of the plan with the District

Force and posted on the UUSD website; March 4, 2014 - Task Force meeting to give input into draft plan #1; March 6, 2014 - Draft plan #2 is distributed to Task Force and Leadership Team and is posted on the website. Press Release is generated inviting the public to comment on the plan; Month of March, 2014 - The following groups and committees review Draft Plan #2: Title VII, Site and Department Staffs, PTO/A and Site Councils, Technology Committee, Parent Open Forum on March 19, Leadership, District Curriculum Committee, EL Committee, Health Advisory Committee, Leadership Network, Student Focus Groups - SV / UHS, Preschool and College Focus Groups, UTA, CSEA; April 2, 2014 - Draft Plan #2 is revised as needed and redistributed; April 15, 2014 - Board conducts first reading of Draft Plan #3 and revises as necessary; April 19, 2014 - Draft Plan #4 is distributed to the above groups; April 28, 2014 - UTA consult on LCAP and Task Force meets to review Draft Plan #4; April 29, 2014 - CSEA consult on LCAP and Strategic Plan Action Plan out to stakeholders as listed above for input; May 8, 2014 - Parent Open Forum to review Draft Plan #4; May 13, 2014 - Final Board approval of Strategic Plan and first reading of LCAP and Strategic Plan Action Plan; Month of May, 2014 - Feedback on Strategic Plan Action Plan/LCAP according to the above list of stakeholders; June 17, 2014 - Public Hearing on 2014/15 Budget and LCAP; June 20, 2014 - Board meeting for LCAP approval and submission to the County Office and CDE.

	Planning/LCAP development plan.	(DO) Administration	
22-Oct-13	Strategic Plan Technical Team meeting-Reviewed data and discussed next steps for Technical Team	DO Administration, Mendocino Community College Representative, parent, site principal, teacher, classified staff, Board member (Technical Team)	Develop list of needed data
23-Oct-13	Parent Open Forum – Discussed the plan for parental input into the strategic plan	DO Administration, parents	Clear communication regarding how to give input
4-Dec-13	Strategic Plan Technical Team meeting – Created the agenda for the Strategic Planning Task Force	Technical Team	Clear discussion on planning agenda for 60 person Task Force
21-Jan-14	Parent Open Forum – Discussed the plan for parental input into the strategic plan	DO Administration, parents	Clear communication regarding how to give input
10/14-Feb-14	Strategic Plan Task Force Meetings –	60 member task force composed of	Input from the meeting was used to draft

	Reviewed the LCAP process and how it connects with the Strategic Plan and participants give big picture ideas for goals and initiatives.	parents, county office, college, community, teachers, and support staff	the goals and initiatives for Strategic Plan.
24-Feb-14	Technical Team drafts Strategic Plan	Technical Team	The team drafted the goals and initiatives.
March 2014	Stakeholder groups give input to the Strategic Plan through both in person meetings and by electronic means (including DELAC, Title VII, District Curriculum Committee, site-based committees and stakeholder groups, UHS Leadership classes, Parent/Community Open Forum, UTA Rep Council).	Parents, administrators, community members, students, teachers, support staff	Input from these meetings is integrated into the Strategic Plan document
15-April-14	Board conducts First Reading of Strategic Plan Draft #3.	Board, community, DO staff, UTA President	Input from this meeting is integrated into the Strategic

			Plan
21-April-14	Technical Team and Ed Services Meeting: Draft the Action Plan based on the Strategic Plan Goals and Initiatives	Technical Team and DO administrators	The draft Action Plan will be taken out again to all stakeholder groups.
22-April-14	Leadership Team Meeting: Review Draft Action Plan.	UUSD Management Team	
25-April-14 thru 8-May 14	Community Input – Disseminate the draft Plan and post it on the website for public feedback.	Stakeholder groups and community	Adjustments to the plan will be reviewed based on public input.
28-April-14	UTA Consult on LCAP	UTA Bargaining Team	Adjustments were made to include provisions for Class Size Reduction
29-April-14	CSEA Consult on LCAP	CSEA Bargaining Team	Training was included in the plan based on CSEA feedback.
13-May-14	Board Meeting: Final Reading on Strategic Plan Framework and First Reading of LCAP Action Plan	Board of Trustees, community, and staff	Listen to public feedback on the LCAP and approve the Strategic Plan Framework

17-June-14	Board Meeting: Public Hearing on LCAP	Board of Trustees, community and staff	Listen to public feedback on the LCAP
19-June-14	Board Meeting: Approval of LCAP and submission to MCOE and state.	Board of Trustees, community and staff	Approve the LCAP

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?

1 0) What information was considered/reviewed for subgroups identified in Education Code section 52052?

1 1) 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
	Description of Goal	Applicable Pupil Subgroup(s) (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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: UUSD proficiency and pass rates on state exams are typically lower than the state average.</p> <p>Metrics: Academic Performance Index (API)</p> <p>GRADE 3</p> <ul style="list-style-type: none"> Percent proficient or higher in reading <p>GRADE 4</p> <ul style="list-style-type: none"> Percent proficient or higher in mathematics <p>GRADE 5</p> <ul style="list-style-type: none"> Percent proficient or 	Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	All	All	<p>Establish API Base Increased from prior year:</p> <p>GRADE 3</p> <ul style="list-style-type: none"> Percent proficient or higher in reading <p>GRADE 4</p> <ul style="list-style-type: none"> Percent proficient or higher in mathematics <p>GRADE 5</p> <ul style="list-style-type: none"> Percent proficient or higher in English Language Arts and mathematics <p>GRADE 8</p> <ul style="list-style-type: none"> Percent of English Language learners who have been re-designated <p>GRADE 8</p> <ul style="list-style-type: none"> Percent proficient or higher in English Language Arts and 	<p>Increase API from prior year base</p> <p>Increased percent proficient or higher in from prior year:</p> <p>GRADE 3</p> <ul style="list-style-type: none"> Percent proficient or higher in reading <p>GRADE 4</p> <ul style="list-style-type: none"> Percent proficient or higher in mathematics <p>GRADE 5</p> <ul style="list-style-type: none"> Percent proficient or higher in English Language Arts and mathematics <p>GRADE 8</p> <ul style="list-style-type: none"> Percent proficient or higher in English Language Arts and mathematics <p>GRADE 9</p> <ul style="list-style-type: none"> Percent passing Math with a grade of C or higher <p>GRADE 9</p> <ul style="list-style-type: none"> Percent passing English with a grade of C or higher 	<p>Increase API from prior year base</p> <p>Increased percent proficient or higher in from prior year:</p> <p>GRADE 3</p> <ul style="list-style-type: none"> Percent proficient or higher in reading <p>GRADE 4</p> <ul style="list-style-type: none"> Percent proficient or higher in mathematics <p>GRADE 5</p> <ul style="list-style-type: none"> Percent proficient or higher in English Language Arts and mathematics <p>GRADE 8</p> <ul style="list-style-type: none"> Percent proficient or higher in English Language Arts and mathematics <p>GRADE 9</p> <ul style="list-style-type: none"> Percent passing Math with a grade of C or higher <p>GRADE 9</p> <ul style="list-style-type: none"> Percent passing English with a grade of C or higher 	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	

higher in English Language Arts and mathematics

- Percent of English Language learners who have been re-designated GRADE 8
- Percent proficient or higher in English Language Arts and mathematics
- Percent passing Math with a grade of C or higher GRADE 9
- Percent passing English with a grade of C or higher
- Percent passing Mathematics with a grade of C or higher GRADE 10
- Percent passing the California High School Exit Exam (CAHSEE) GRADE 11
- Percent of students who qualify as college ready in English and Math on the

mathematics

- Percent passing Math with a grade of C or higher GRADE 9
- Percent passing English with a grade of C or higher
- Percent passing Mathematics with a grade of C or higher GRADE 10
- Percent passing the California High School Exit Exam (CAHSEE) GRADE 11
- Percent of students who qualify as college ready in English and Math on the Early Assessment Program (EAP) GRADUATION - COLLEGE AND CAREER READY
- Percent with on-time graduation
- Percent of graduates who complete A-G requirements
- Percent of students who pass AP exams with 3 or higher
- Percent of EL students who

- Percent passing Mathematics with a grade of C or higher GRADE 10
- Percent passing the California High School Exit Exam (CAHSEE) GRADE 11
- Percent of students who qualify as college ready in English and Math on the Early Assessment Program (EAP) GRADUATION - COLLEGE AND CAREER READY
- Percent with on-time graduation
- Percent of graduates who complete A-G requirements
- Percent of students who pass AP exams with 3 or higher
- Percent of EL students who become English Proficient on the CELDT

- Percent passing Mathematics with a grade of C or higher GRADE 10
- Percent passing the California High School Exit Exam (CAHSEE) GRADE 11
- Percent of students who qualify as college ready in English and Math on the Early Assessment Program (EAP) GRADUATION - COLLEGE AND CAREER READY
- Percent with on-time graduation
- Percent of graduates who complete A-G requirements
- Percent of students who pass AP exams with 3 or higher
- Percent of EL students who become English Proficient on the CELDT

<p>Early Assessment Program (EAP) GRADUATION - COLLEGE AND CAREER READY</p> <ul style="list-style-type: none"> • Percent with on-time graduation • Percent of graduates who complete A-G requirements • Percent of students who pass AP exams with 3 or higher • Percent of EL students who become English Proficient on the CELDT 					<p>become English Proficient on the CELDT</p>			
<p>Need:</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Increased Attendance rates • Decreased Chronic Absenteeism rate • Decreased Middle School Dropout rate • Decreased High School 	<p>Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.</p>	<p>All</p>	<p>All</p>		<p>From prior year:</p> <ul style="list-style-type: none"> • Increased Attendance rates • Decreased Chronic Absenteeism rate • Decreased Middle School Dropout rate • Decreased High School Dropout rate • Decreased Suspensions per 	<p>From prior year:</p> <ul style="list-style-type: none"> • Increased Attendance rates • Decreased Chronic Absenteeism rate • Decreased Middle School Dropout rate • Decreased High School Dropout rate • Decreased Suspensions per 100 students (disaggregated by group) • Decreased Expulsions per 100 students 	<p>From prior year:</p> <ul style="list-style-type: none"> • Increased Attendance rates • Decreased Chronic Absenteeism rate • Decreased Middle School Dropout rate • Decreased High School Dropout rate • Decreased Suspensions per 100 students (disaggregated by group) • Decreased Expulsions per 	<p>Basic; Pupil engagement; School climate</p>

<p>Dropout rate</p> <ul style="list-style-type: none"> • Decreased <p>Suspensions per 100 students (disaggregated by group)</p> <ul style="list-style-type: none"> • Decreased <p>Expulsions per 100 students (disaggregated by group)</p> <ul style="list-style-type: none"> • Maintain percent of schools with score of fair or higher on the Facilities Inspection Tool (FIT) • Decreased rate of teacher misassignment • Sufficiency of Instructional Materials 					<p>100 students (disaggregated by group)</p> <ul style="list-style-type: none"> • Decreased <p>Expulsions per 100 students (disaggregated by group)</p> <ul style="list-style-type: none"> • Maintain percent of schools with score of fair or higher on the Facilities Inspection Tool (FIT) • Maintain 100% Sufficiency of Instructional Materials 	<p>(disaggregated by group)</p> <ul style="list-style-type: none"> • Maintain percent of schools with score of fair or higher on the Facilities Inspection Tool (FIT) • Maintain 100% Sufficiency of Instructional Materials 	<p>100 students (disaggregated by group)</p> <ul style="list-style-type: none"> • Maintain percent of schools with score of fair or higher on the Facilities Inspection Tool (FIT) • Maintain 100% Sufficiency of Instructional Materials 	
<p>Need: There needs to be more community and parents involvement and partnerships in our district to help support student learning.</p>	<p>Goal 3: To engage our parents and community in a collaborative partnership that supports the success of our</p>	<p>All</p>	<p>All</p>		<p>Establish a baseline on:</p> <ul style="list-style-type: none"> • Percentage of parents who believe that they are meaningfully involved in the education of their children (parent 	<p>Increase from prior year the:</p> <ul style="list-style-type: none"> • Percentage of parents who believe that they are meaningfully involved in the education of their children (parent survey) • the number of parents who participated in parent 	<p>Increase from prior year the:</p> <ul style="list-style-type: none"> • Percentage of parents who believe that they are meaningfully involved in the education of their children (parent survey) • the number of parents who participated in parent 	<p>Parent involvement</p>

<p>Metrics:</p> <ul style="list-style-type: none"> Percentage of parents who believe that they are meaningfully involved in the education of their children (parent survey) Data on participation in parent education programs Parent participation at LCAP stakeholders meetings 	<p>students.</p>				<p>survey)</p> <ul style="list-style-type: none"> the number of parents who participated in parent education programs the number of parents who attended LCAP stakeholders meetings 	<p>education programs</p> <ul style="list-style-type: none"> the number of parents who attended LCAP stakeholders meetings 	<p>education programs</p> <ul style="list-style-type: none"> the number of parents who attended LCAP stakeholders meetings 	
<p>Need: There is a need to strengthen human resources processes by providing more training to our new administrators.</p> <p>Metrics: Tier I credentialed administrators completion rates.</p> <p>Effective and knowledgeable</p>	<p>Goal 4: Strengthen human resources processes.</p>	<p>All</p>	<p>All</p>		<p>Increase in Tier I credentialed administrators completion rates.</p> <p>Effective and knowledgeable administrators to support the implementation of the Common Core State Standards.</p>	<p>Increase in Tier I credentialed administrators completion rates.</p> <p>Leadership skills are enhanced to lead school staff in the implementation of Common Core State Standards.</p>	<p>Increase in Tier I credentialed administrators completion rates.</p> <p>Coaching and mentoring skills are increased to promote staff growth in the implementation of the Common Core State Standards.</p>	<p>Implementation of State Standards; Pupil achievement; Parent involvement; School climate</p>

administrators to support the implementation of the Common Core State Standards. (14-15)

Leadership skills are enhanced to lead school staff in the implementation of Common Core State Standards. (15-16)

Coaching and mentoring skills are increased to promote staff growth in the implementation of the Common Core State Standards. (16-17)

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 52064 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	Related State and Local Priorities (I identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	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
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	1) Develop, implement and refine standards sequence for each course.	LEA-Wide		Hourly rate for teachers to develop, implement and refine standards sequence.: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding see Professional Development Framework.	Hourly rate for teachers to develop, implement and refine standards sequence.: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding see Professional Development Framework.	Hourly rate for teachers to develop, implement and refine standards sequence.: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding see Professional Development Framework.
Goal 1: To design and implement an educational	Implementation of State Standards; Course access; Pupil achievement;	2) Develop and Implement Common Core aligned units.	LEA-Wide		Hourly rate for teachers to develop and implement units	Hourly rate for teachers to develop and implement units	Hourly rate for teachers to develop and implement units

program that prepares students for success for college and/or career.	Other pupil outcomes; Pupil engagement				aligned to CCSS.: \$ 0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.	aligned to CCSS.: \$ 0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.	aligned to CCSS.: \$ 0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	3) Develop and Implement Common Core Lessons	LEA-Wide		Hourly rate for teachers to develop and implement Common Core lessons.: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.	Hourly rate for teachers to develop and implement Common Core lessons.: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.	Hourly rate for teachers to develop and implement Common Core lessons.: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.
Goal 1: To design and implement an educational program that prepares students for	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	4) Implement Benchmark Assessments	LEA-Wide		Implementation of benchmark assessments: \$0 Funding Source: Title I, Title II, Title III, Common Core	Implementation of benchmark assessments: \$0 Funding Source: Title I, Title II, Title III, Common Core	Implementation of benchmark assessments: \$0 Funding Source: Title I, Title II, Title III, Common Core

success for college and/or career.					Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.	Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.	Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	5) Implement new elementary standards aligned report cards.	LEA-Wide		Cost to Implement new elementary standards aligned report cards: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.	Cost to Implement new elementary standards aligned report cards: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.	Cost to Implement new elementary standards aligned report cards: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the Professional Development plan.
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	6) Provide professional development on traditional and integrated math sequencing.	LEA-Wide		Cost to provide PD on traditional and integrated math sequencing.: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the	Cost to provide PD on traditional and integrated math sequencing.: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the	Cost to provide PD on traditional and integrated math sequencing.: \$0 Funding Source: Title I, Title II, Title III, Common Core Note: A portion of \$800,000 per year. For funding breakout see the

					Professional Development plan.	Professional Development plan.	Professional Development plan.
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Pilot and possible implementation of K-8 Math Materials	LEA-Wide		Teachers hourly rate for weeklong materials review and professional development.: \$50,400 Funding Source: Title II Note: 24 teachers x 6 days x 7 hrs @ \$50	Teachers hourly rate for weeklong materials review and professional development.: \$0 Funding Source: Title II Note: 24 teachers x 6 days x 7 hrs @ \$50	Teachers hourly rate for weeklong materials review and professional development.: \$0 Funding Source: Title II Note: 24 teachers x 6 days x 7 hrs @ \$50
					Possible purchase of instructional materials and professional development for teachers.: \$0 Funding Source: LCFF Base	Possible purchase of instructional materials and professional development for teachers.: \$450,000 Funding Source: LCFF Base	Possible purchase of instructional materials and professional development for teachers.: \$0 Funding Source: LCFF Base
					Professional Development for teachers on instructional materials.: \$0 Funding Source: Title I	Professional Development for teachers on instructional materials.: \$0 Funding Source: Title I	Professional Development for teachers on instructional materials.: \$300,000 Funding Source: Title I
Goal 1: To design and implement an educational program that prepares students for success for college and/or	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Pilot one common writing performance task and administer one common writing performance tasks at each grade in 15/16. In 15/16 essays will be scores across the district.	LEA-Wide		Cost for teacher time to collaborate on pilot.: \$0 Funding Source: Title I, Title II Note: A portion of the \$800,000	Cost for teacher time to collaborate on pilot.: \$0 Funding Source: Title I, Title II Note: A portion of the \$800,000	Cost for teacher time to collaborate on pilot.: \$0 Funding Source: Title I, Title II Note: A portion of the \$800,000

career.					annual. For detailed breakdown, see Professional Development Framework.	annual. For detailed breakdown, see Professional Development Framework.	annual. For detailed breakdown, see Professional Development Framework.
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Pilot and implement one common MARS task at grades 4,6 and Algebra I.	LEA-Wide		Time for teachers to collaborate and cost of printing materials.: \$0 Funding Source: Title I, Title II and Common Core Note: A portions of \$800,000 annually. See detailed breakdown in Professional Development Framework for cost breakdown.	Time for teachers to collaborate and cost of printing materials.: \$0 Funding Source: Title I, Title II and Common Core Note: A portions of \$800,000 annually. See detailed breakdown in Professional Development Framework for cost breakdown.	Time for teachers to collaborate and cost of printing materials.: \$0 Funding Source: Title I, Title II and Common Core Note: A portions of \$800,000 annually. See detailed breakdown in Professional Development Framework for cost breakdown.
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Implement the instructional priorities as detailed in the School Site Implementation Plans.	LEA-Wide		Cost to implement school site plans.: \$0 Funding Source: Title I, Title II, Common Core Note: A portion of the \$80,000. See Professional Development Framework for cost breakdown.	Cost to implement school site plans.: \$0 Funding Source: Title I, Title II, Common Core Note: A portion of the \$80,000. See Professional Development Framework for cost breakdown.	Cost to implement school site plans.: \$0 Funding Source: Title I, Title II, Common Core Note: A portion of the \$80,000. See Professional Development Framework for cost breakdown.
Goal 1: To design and	Implementation of State Standards;	Use Illuminate Education as a data	LEA-Wide		Cost for purchasing	Cost for purchasing	Cost for purchasing

implement an educational program that prepares students for success for college and/or career.	Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	monitoring system.			Illuminate Education at \$5.50 per student.: \$34,303 Funding Source: Microsoft Funds	Illuminate Education at \$5.50 per student.: \$34,303 Funding Source: Microsoft Funds	Illuminate Education at \$5.50 per student.: \$34,303 Funding Source: Microsoft Funds
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Use Dibels as a screening tool at the elementary level to determine the core instruction intervention program.	LEA-Wide		Cost of Dibels assessment and materials.: \$10,000 Funding Source: Title I	Cost of Dibels assessment and materials.: \$10,000 Funding Source: Title I	Cost of Dibels assessment and materials.: \$10,000 Funding Source: Title I
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Seek additional funds through grants and donations.	LEA-Wide		Contract services for grant writer.: \$10,000 Funding Source: LCFF Base	Contract services for grant writer.: \$10,000 Funding Source: LCFF Base	Contract services for grant writer.: \$10,000 Funding Source: LCFF Base
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Provide professional development for use of all technology tools i.e. Smartboards, IPADs, Google Apps for Education, Clickers etc.	LEA-Wide		Supplemental cost for teachers time @ \$50 per hour: \$20,000 Funding Source: Title II	Supplemental cost for teachers time @ \$50 per hour: \$20,000 Funding Source: Title II	Supplemental cost for teachers time @ \$50 per hour: \$20,000 Funding Source: Title II

Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.	Basic; Pupil engagement; School climate	Provide professional development and coaching in classroom management for teachers and paraprofessionals	LEA-Wide		Contract for Services: \$0 Funding Source: Title I Basic (3010), Title II Teacher Quality (4035) Note: Cost not yet determined.	Contract for Services: \$0 Funding Source: Title I Basic (3010), Title II Teacher Quality (4035) Note: Cost not yet determined.	Contract for Services: \$0 Funding Source: Title I Basic (3010), Title II Teacher Quality (4035) Note: Cost not yet determined.
Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.	Basic; Pupil engagement; School climate	Define and implement use of Tier I, II, and III interventions (PBIS) to meet the social and emotional needs of all students. School site teams review and monitor social and emotional wellness data for Targeted Tiered Intervention.	LEA-Wide		Materials and Supplies: \$30,000 Funding Source: LCFF Base	Materials and Supplies: \$0 Funding Source: LCFF Base	Materials and Supplies: \$0 Funding Source: LCFF Base

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)	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
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Fund department chairs to support Common Core implementation.	LEA-Wide		Cost for 21 department chair stipends @ \$3000 per chair: \$70,835 Funding Source: LCFF Supplemental and Concentration	Cost for 21 department chair stipends @ \$3000 per chair: \$62,400 Funding Source: LCFF Supplemental and Concentration	Cost for 21 department chair stipends @ \$3000 per chair: \$62,400 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Increase direct instructional support for students (for example, reduce class size, hire reading specialist, paraprofessionals etc.).	LEA-Wide		Cost for staff: 1.0 FTE 14/15, 2.0 FTE 15/16, 3.0 FTE 16/17: \$95,819 Funding Source: LCFF Supplemental and Concentration	Cost for staff: 1.0 FTE 14/15, 2.0 FTE 15/16, 3.0 FTE 16/17: \$163,159 Funding Source: LCFF Supplemental and Concentration	Cost for staff: 1.0 FTE 14/15, 2.0 FTE 15/16, 3.0 FTE 16/17: \$239,315 Funding Source: LCFF Supplemental and Concentration

Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Reduce class sizes to 24:1 in English Language Arts Grade 9 in 15/16. Reduce class sizes to 24:1 in Algebra Essentials and Algebra I Grade 9 and continue in English Language Arts Grade 9 in 16/17.	School-Wide		Cost for 4.0 FTE Year 15/16, 8.0 FTE Year 16/17 to reduce class size.: \$ 0 Funding Source: LCFF Supplemental and Concentration	Cost for 4.0 FTE Year 15/16, 8.0 FTE Year 16/17 to reduce class size.: \$320,000 Funding Source: LCFF Supplemental and Concentration	Cost for 4.0 FTE Year 15/16, 8.0 FTE Year 16/17 to reduce class size.: \$640,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Fund two Physical Education teachers at the elementary schools to support common core literacy standards.	School-Wide		Cost of 2.0 FTE Teacher Salary: \$161,120 Funding Source: LCFF Supplemental and Concentration	Cost of 2.0 FTE Teacher Salary: \$164,000 Funding Source: LCFF Supplemental and Concentration	Cost of 2.0 FTE Teacher Salary: \$168,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Support site-based activities and programs as	LEA-Wide		Cost of implementing Single Plan for Student Achievement activities at 11 school sites: \$0 Funding Source: LCFF Supplemental and Concentration	Cost of implementing Single Plan for Student Achievement activities at 11 school sites: \$744,874 Funding Source: LCFF Supplemental	Cost of implementing Single Plan for Student Achievement activities at 11 school sites: \$666,240 Funding Source: LCFF Supplemental

career.		determined in the school sites' Single Plans for Student Achievement (SPSA) and re-evaluate the use of these funds to support priorities.		<p>Note: UHS \$87,433 PMS \$ 96,130 Calpella ES \$88,560 Nokomis ES \$82,009 Oak Manor ES \$99,478 Ukiah Independent Study \$3,944 Yokayo ES \$89,733 Frank Zeek ES \$81,523 South Valley HS \$13,081 Eagle Peak 5th \$21,109 Eagle Peak MS \$38,483 Grace Hudson \$89,530</p> <hr/> <p>Certificated 5.04 FTE: \$441,996 Funding Source: LCFF Supplemental and Concentration</p> <hr/> <p>Classified 3.22 FTE: \$175,142 Funding Source: LCFF Supplemental and Concentration</p> <hr/> <p>Certificated Supplemental Rate of Pay: \$3,454 Funding Source: LCFF Supplemental and Concentration</p> <hr/> <p>Classified Supplemental Rate of Pay: \$937 Funding Source:</p>	<p>and Concentration Note: UHS \$87,433 PMS \$ 96,130 Calpella ES \$88,560 Nokomis ES \$82,009 Oak Manor ES \$99,478 Ukiah Independent Study \$3,944 Yokayo ES \$89,733 Frank Zeek ES \$81,523 South Valley HS \$13,081 Eagle Peak 5th \$21,109 Eagle Peak MS \$38,483 Grace Hudson \$89,530</p> <hr/> <p>Certificated 5.04 FTE: \$0 Funding Source: LCFF Supplemental and Concentration</p> <hr/> <p>Classified 3.22 FTE: \$0 Funding Source: LCFF Supplemental and Concentration</p> <hr/> <p>Certificated Supplemental Rate of Pay: \$0 Funding Source: LCFF Supplemental and Concentration</p> <hr/> <p>Classified Supplemental Rate of Pay: \$0</p>	<p>and Concentration Note: UHS \$87,433 PMS \$ 96,130 Calpella ES \$88,560 Nokomis ES \$82,009 Oak Manor ES \$99,478 Ukiah Independent Study \$3,944 Yokayo ES \$89,733 Frank Zeek ES \$81,523 South Valley HS \$13,081 Eagle Peak 5th \$21,109 Eagle Peak MS \$38,483 Grace Hudson \$89,530</p> <hr/> <p>Certificated 5.04 FTE: \$0 Funding Source: LCFF Supplemental and Concentration</p> <hr/> <p>Classified 3.22 FTE: \$0 Funding Source: LCFF Supplemental and Concentration</p> <hr/> <p>Certificated Supplemental Rate of Pay: \$0 Funding Source: LCFF Supplemental and Concentration</p> <hr/> <p>Classified Supplemental Rate of Pay: \$0</p>
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					LCFF Supplemental and Concentration	Funding Source: LCFF Supplemental and Concentration	Funding Source: LCFF Supplemental and Concentration
					Materials and Supplies: \$113,016 Funding Source: LCFF Supplemental and Concentration	Materials and Supplies: \$0 Funding Source: LCFF Supplemental and Concentration	Materials and Supplies: \$0 Funding Source: LCFF Supplemental and Concentration
					Contract for Services: \$56,508 Funding Source: LCFF Supplemental and Concentration	Contract for Services: \$0 Funding Source: LCFF Supplemental and Concentration	Contract for Services: \$0 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Integrate Redwood Valley Outdoor Education Program (RVOEP) under the Ed. Services department to support Next Generation Science Standards and fund a portion of the staffing costs.	LEA-Wide		Cost of funding portion of RVOEP .65 FTE (14/15), .8 FTE (15/16), 1.0 FTE (16/17): \$35,000 Funding Source: LCFF Supplemental and Concentration	Cost of funding portion of RVOEP .65 FTE (14/15), .8 FTE (15/16), 1.0 FTE (16/17): \$70,000 Funding Source: LCFF Supplemental and Concentration	Cost of funding portion of RVOEP .65 FTE (14/15), .8 FTE (15/16), 1.0 FTE (16/17): \$100,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Establish instrumental music program grades	LEA-Wide		Cost for certificated staff 3.0 FTE: \$201,528 Funding Source: LCFF Supplemental and Concentration	Cost for certificated staff 3.0 FTE: \$197,129 Funding Source: LCFF Supplemental and Concentration	Cost for certificated staff 3.0 FTE: \$200,695 Funding Source: LCFF Supplemental and Concentration
					Materials and Supplies: \$25,000	Materials and Supplies: \$0	Materials and Supplies: \$0

career.		5-12 and continue to build the choral program.			Funding Source: LCFF Supplemental and Concentration Contract for Service- Repairs and Inventory: \$38,000 Funding Source: LCFF Supplemental and Concentration Note: Gordon Burke and equipment repairs.	Funding Source: LCFF Supplemental and Concentration Contract for Service- Repairs and Inventory: \$0 Funding Source: LCFF Supplemental and Concentration Note: Gordon Burke and equipment repairs.	Funding Source: LCFF Supplemental and Concentration Contract for Service- Repairs and Inventory: \$0 Funding Source: LCFF Supplemental and Concentration Note: Gordon Burke and equipment repairs.
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Purchase and Implement Arts Attack curriculum for Elementary Schools. Implement Arts Attack into the curriculum in 15/16 school year. Evaluate the implementation of the Arts Attack Curriculum 16/17.	LEA-Wide		Cost for Arts Attack Curriculum: \$50,000 Funding Source: LCFF Supplemental and Concentration	Cost for Arts Attack Curriculum: \$0 Funding Source: LCFF Supplemental and Concentration	Cost for Arts Attack Curriculum: \$0 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	: Provide art materials funding at each school site.	LEA-Wide		Allocate per ADA to sites in district at \$8.62 per student: \$50,000 Funding Source: LCFF Supplemental and Concentration	Allocate per ADA to sites in district at \$8.62 per student: \$50,000 Funding Source: LCFF Supplemental and Concentration	Allocate per ADA to sites in district at \$8.62 per student: \$50,000 Funding Source: LCFF Supplemental and Concentration

career.							
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Define the Physical Fitness (including athletics and sports) and Health Education program for UUSD in 14/15. Implement the findings from the work on Physical Fitness and Health Education in 15/16. Continue to fund and implement finding 16/17.	LEA-Wide		Implementation of Physical Fitness and Health Education Programs recommendations.: \$ 0 Funding Source: LCFF Supplemental and Concentration	Implementation of Physical Fitness and Health Education Programs recommendations.: \$280,000 Funding Source: LCFF Supplemental and Concentration	Implementation of Physical Fitness and Health Education Programs recommendations.: \$284,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Determine the best use of Redwood Valley Elementary School campus in 14/15. Implement recommendations and Board approval in 15/16 \$300,000 and continue implementation in 16/17.	School-Wide		Cost for running Redwood Valley Elementary campus.: \$0 Funding Source: LCFF Supplemental and Concentration	Cost for running Redwood Valley Elementary campus.: \$300,000 Funding Source: LCFF Supplemental and Concentration	Cost for running Redwood Valley Elementary campus.: \$300,000 Funding Source: LCFF Supplemental and Concentration

<p>Goal 1: To design and implement an educational program that prepares students for success for college and/or career.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Fund and hire a district Student Success Coordinator and Site Student Success Coordinators at the elementary schools (7 Teachers on Special Assignment) who will collaborate with classroom teachers and principals and support intervention in 14/15. Hire additional Site Student Success Coordinators for the four secondary schools 15/16.</p>	<p>LEA-Wide</p>		<p>Fund TOSA 7.0 FTE in 14/15, 11.0 FTE in 15/16, 11.0 FTE in 16/17: \$649,645 Funding Source: LCFF Supplemental and Concentration Note: TOSA - Teacher on Special Assignment</p> <hr/> <p>.40 FTE Classified Secretarial Support for Program: \$22,192 Funding Source: LCFF Supplemental and Concentration</p>	<p>Fund TOSA 7.0 FTE in 14/15, 11.0 FTE in 15/16, 11.0 FTE in 16/17: \$880,000 Funding Source: LCFF Supplemental and Concentration Note: TOSA - Teacher on Special Assignment</p> <hr/> <p>.40 FTE Classified Secretarial Support for Program: \$0 Funding Source: LCFF Supplemental and Concentration</p>	<p>Fund TOSA 7.0 FTE in 14/15, 11.0 FTE in 15/16, 11.0 FTE in 16/17: \$900,000 Funding Source: LCFF Supplemental and Concentration Note: TOSA - Teacher on Special Assignment</p> <hr/> <p>.40 FTE Classified Secretarial Support for Program: \$0 Funding Source: LCFF Supplemental and Concentration</p>
<p>Goal 1: To design and implement an educational program that prepares students for success for college and/or career.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement</p>	<p>English learners: Using the adopted ELD curriculum, identify clear pathways for EL Learners to access core curriculum and provide professional development to support common core state standards.</p>	<p>LEA-Wide</p>		<p>Supplemental teacher time @\$50 per hour.: \$8,000 Funding Source: Title II and Title III</p>	<p>Supplemental teacher time @\$50 per hour.: \$0 Funding Source: Title II and Title III</p>	<p>Supplemental teacher time @\$50 per hour.: \$0 Funding Source: Title II and Title III</p>
<p>Goal 1: To</p>	<p>Implementation</p>	<p>English learners:</p>	<p>LEA-Wide</p>		<p>IPT Testing Costs,</p>	<p>IPT Testing Costs,</p>	<p>IPT Testing Costs,</p>

design and implement an educational program that prepares students for success for college and/or career.	of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Provide Spanish language proficiency assessment.			Books and Supplies: \$1,000 Funding Source: LCFF Supplemental and Concentration	Books and Supplies: \$0 Funding Source: LCFF Supplemental and Concentration	Books and Supplies: \$0 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	English learners: Identify an alternative ELD benchmark assessment in 2015/16.	LEA-Wide		Materials Supples and Professional Development: \$0 Funding Source: LCFF Supplemental and Concentration	Materials Supples and Professional Development: \$10,000 Funding Source: LCFF Supplemental and Concentration	Materials Supples and Professional Development: \$0 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	English learners: Examine alternative ELD curriculum materials in 2015/16. Pilot alternative ELD curriculum materials in 2016/17.	LEA-Wide		ELD Curriculum: \$0 Funding Source: Title III (4203)	ELD Curriculum: \$8,000 Funding Source: Title III (4203)	ELD Curriculum: \$0 Funding Source: Title III (4203)
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	English learners: Provide extended learning time for language acquisition through summer school, after school, and summer bridge.	LEA-Wide		Staffing Costs: \$97,194 Funding Source: LCFF Supplemental and Concentration Teacher Supplemental Hourly Rate @50 per hour (Migrant Ed. Summer): \$5,500	Staffing Costs: \$100,000 Funding Source: LCFF Supplemental and Concentration Teacher Supplemental Hourly Rate @50 per hour (Migrant Ed. Summer): \$0	Staffing Costs: \$100,000 Funding Source: LCFF Supplemental and Concentration Teacher Supplemental Hourly Rate @50 per hour (Migrant Ed. Summer): \$0

					Funding Source: LCFF Supplemental and Concentration	Funding Source: LCFF Supplemental and Concentration	Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	English learners: Hire an ELD teacher at each elementary School	LEA-Wide		6 FTE: \$0 Funding Source: LCFF Supplemental and Concentration	6 FTE: \$0 Funding Source: LCFF Supplemental and Concentration	6 FTE: \$480,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth: Fund Title VII Counselors at elementary and secondary schools.	LEA-Wide		2 FTE: \$168,000 Funding Source: Title VII	2 FTE: \$176,800 Funding Source: Title VII	2 FTE: \$187,200 Funding Source: Title VII
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Define the 9-12 Dual Language Immersion Program(DLIP) in 14/15. Implement 9-12 DLIP in 15/16. Review and refine 9-12 DLIP in 16/17.	School-Wide		Cost to start DLIP 9-12: \$0 Funding Source: LCFF Supplemental and Concentration	Cost to start DLIP 9-12: \$50,000 Funding Source: LCFF Supplemental and Concentration	Cost to start DLIP 9-12: \$0 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and	Implementation of State	Low income pupils; Foster youth;	LEA-Wide		Cost of Approximately 1000	Cost of Approximately 1000	Cost of Approximately 1000

implement an educational program that prepares students for success for college and/or career.	Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	English learners; Redesignated fluent English proficient pupils: Implement 1:1 device (e.g. Chromebooks) for grade 3, 7, & 10. Purchase 1:1 device (e.g. Chromebooks) for grade 3 & 10 in 15/16. Purchase 1:1 device (e.g. Chromebooks) for grades 3 & 10 in 16/17.			Units @ \$350 per unit: \$0 Funding Source: LCFF Supplemental and Concentration	Units @ \$350 per unit: \$350,000 Funding Source: LCFF Supplemental and Concentration	Units @ \$350 per unit: \$350,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Hire Technology Specialist to support infrastructure for technology implementation in the classroom.	LEA-Wide		1.0 FTE- Cost of one Technology Specialist: \$56,010 Funding Source: LCFF Supplemental and Concentration	1.0 FTE- Cost of one Technology Specialist: \$56,900 Funding Source: LCFF Supplemental and Concentration	1.0 FTE- Cost of one Technology Specialist: \$57,800 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Plan to repair, upgrade, replace etc. for student 1:1 devices (e.g. Chromebooks) in	LEA-Wide		Materials and supplies for repairs and upgrades.: \$0 Funding Source: LCFF Supplemental and Concentration	Materials and supplies for repairs and upgrades.: \$80,000 Funding Source: LCFF Supplemental and Concentration	Materials and supplies for repairs and upgrades.: \$80,000 Funding Source: LCFF Supplemental and Concentration

		15/16 and 16/17.					
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implement 9th grade Summer Bridge program annually	LEA-Wide		1 Certificated Teacher and 1 Counselor for 20 days at supplemental rates.: \$15,000 Funding Source: LCFF Supplemental and Concentration	1 Certificated Teacher and 1 Counselor for 20 days at supplemental rates.: \$15,000 Funding Source: LCFF Supplemental and Concentration	1 Certificated Teacher and 1 Counselor for 20 days at supplemental rates.: \$15,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Reclassify Middle School Deans to Assistant Principals	LEA-Wide		Certificated Salary-.27 FTE combined: \$29,920 Funding Source: LCFF Supplemental and Concentration Note: The difference between Dean and Assistant Principal salary for two FTE	Certificated Salary-.27 FTE combined: \$38,758 Funding Source: LCFF Supplemental and Concentration Note: The difference between Dean and Assistant Principal salary for two FTE	Certificated Salary-.27 FTE combined: \$40,000 Funding Source: LCFF Supplemental and Concentration Note: The difference between Dean and Assistant Principal salary for two FTE
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Host trimester meetings for PreK, Head Start, TK, and Kindergarten teachers for articulation of curriculum.	LEA-Wide		Supplemental Time for Staff: \$0 Funding Source: LCFF Supplemental and Concentration Supplemental Hourly Rate for Teachers to attend MCOE TK/K Collaborative: \$5,000 Funding Source: LCFF Supplemental and Concentration TK Materials and Supplies: \$500 Funding Source:	Supplemental Time for Staff: \$5,000 Funding Source: LCFF Supplemental and Concentration Supplemental Hourly Rate for Teachers to attend MCOE TK/K Collaborative: \$0 Funding Source: LCFF Supplemental and Concentration TK Materials and Supplies: \$0 Funding Source: LCFF Supplemental	Supplemental Time for Staff: \$5,000 Funding Source: LCFF Supplemental and Concentration Supplemental Hourly Rate for Teachers to attend MCOE TK/K Collaborative: \$0 Funding Source: LCFF Supplemental and Concentration TK Materials and Supplies: \$0 Funding Source: LCFF Supplemental

					LCFF Supplemental and Concentration	and Concentration	and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Bridge ASES and regular day education program with designated hourly credentialed coordinators beginning in 2015/16.	LEA-Wide		Certificated Hourly: \$0 Funding Source: LCFF Supplemental and Concentration	Certificated Hourly: \$216,000 Funding Source: LCFF Supplemental and Concentration	Certificated Hourly: \$216,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Maintain additional Ed. Tech. Specialist from the 13/14 school year.	LEA-Wide		1.0 FTE- Cost of one Ed. Tech. Specialist: \$56,010 Funding Source: LCFF Supplemental and Concentration	1.0 FTE- Cost of one Ed. Tech. Specialist: \$56,900 Funding Source: LCFF Supplemental and Concentration	1.0 FTE- Cost of one Ed. Tech. Specialist: \$57,800 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Fund an academic counselor at each middle school.	School-Wide		Cost of two academic counselors 2.0 FTE: \$132,060 Funding Source: LCFF Supplemental and Concentration	Cost of two academic counselors 2.0 FTE: \$136,300 Funding Source: LCFF Supplemental and Concentration	Cost of two academic counselors 2.0 FTE: \$134,700 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an	Implementation of State Standards;	Low income pupils; Foster youth; English learners;	School-Wide		Teacher Supplemental Costs- 5 teachers x	Teacher Supplemental Costs- 5 teachers x	Teacher Supplemental Costs- 5 teachers x

educational program that prepares students for success for college and/or career.	Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Redesignated fluent English proficient pupils: Provide incoming 9th grade Summer Academy.			58 hours @ appx. \$50per hour: \$15,000 Funding Source: LCFF Supplemental and Concentration	58 hours @ appx. \$50per hour: \$15,000 Funding Source: LCFF Supplemental and Concentration	58 hours @ appx. \$50per hour: \$15,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implement WEB/Link Crew Programs annually.	School-Wide		Certificated Supplementary Pay: \$3,600 Funding Source: LCFF Supplemental and Concentration	Certificated Supplementary Pay: \$3,600 Funding Source: LCFF Supplemental and Concentration	Certificated Supplementary Pay: \$3,600 Funding Source: LCFF Supplemental and Concentration
					Materials and Supplies: \$5,200 Funding Source: LCFF Supplemental and Concentration	Materials and Supplies: \$6,400 Funding Source: LCFF Supplemental and Concentration	Materials and Supplies: \$6,400 Funding Source: LCFF Supplemental and Concentration
					Travel and Conference: \$11,200 Funding Source: LCFF Supplemental and Concentration	Travel and Conference: \$0 Funding Source: LCFF Supplemental and Concentration	Travel and Conference: \$0 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Fund a portion of Career Technical Education Programs.	School-Wide		Certificated .15 FTE and .60 FTE: \$85,028 Funding Source: LCFF Supplemental and Concentration Note: .15 FTE UUSD Employee .06 FTE MCOE Employee invoice These courses would not be able to be offered without SCG funds.	Certificated .15 FTE and .60 FTE: \$200,000 Funding Source: LCFF Supplemental and Concentration Note: .15 FTE UUSD Employee .06 FTE MCOE Employee invoice These courses would not be able to be offered without SCG funds.	Certificated .15 FTE and .60 FTE: \$274,400 Funding Source: LCFF Supplemental and Concentration Note: .15 FTE UUSD Employee .06 FTE MCOE Employee invoice These courses would not be able to be offered without SCG funds.

Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: In 2015/16 work collaboratively with the community to develop summer internships. In 2016/17 Evaluate the summer internship program.	LEA-Wide		Cost to run internship program: \$ 0 Funding Source: LCFF Supplemental and Concentration	Cost to run internship program: \$ 0 Funding Source: LCFF Supplemental and Concentration	Cost to run internship program: \$20,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide summer school to offer CTE Course	LEA-Wide		Provide summer school for CTE courses: \$0 Funding Source: LCFF Supplemental and Concentration Note: Provide summer school to offer CTE courses beginning 2015/16.	Provide summer school for CTE courses: \$30,000 Funding Source: LCFF Supplemental and Concentration Note: Provide summer school to offer CTE courses beginning 2015/16.	Provide summer school for CTE courses: \$30,000 Funding Source: LCFF Supplemental and Concentration Note: Provide summer school to offer CTE courses beginning 2015/16.
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Fund academic counselor at UHS annually	School-Wide		1.0 FTE: \$95,978 Funding Source: LCFF Supplemental and Concentration	1.0 FTE: \$96,292 Funding Source: LCFF Supplemental and Concentration	1.0 FTE: \$97,736 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational	Implementation of State Standards; Course access;	Low income pupils; Foster youth; English learners; Redesignated fluent	LEA-Wide		Books and Supplies: \$49,000 Funding Source: LCFF Supplemental	Books and Supplies: \$ 0 Funding Source: LCFF Supplemental	Books and Supplies: \$ 0 Funding Source: LCFF Supplemental

program that prepares students for success for college and/or career.	Pupil achievement; Other pupil outcomes; Pupil engagement	English proficient pupils; Purchase library books and materials that are aligned to the text complexity levels of CCSS and that increase access to informational texts.			and Concentration Note: To be allocated to sites on ADA counts.	and Concentration Note: To be allocated to sites on ADA counts.	and Concentration Note: To be allocated to sites on ADA counts.
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Create Middle School Academic 6 Year Plans	LEA-Wide		Materials and supplies: \$5,000 Funding Source: LCFF Supplemental and Concentration	Materials and supplies: \$5,000 Funding Source: LCFF Supplemental and Concentration	Materials and supplies: \$5,000 Funding Source: LCFF Supplemental and Concentration
Goal 1: To design and implement an educational program that prepares students for success for college and/or career.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Provide professional development on traditional and integrated math sequencing, course access and middle school articulation.	LEA-Wide		.21 FTE Asst. Supt. time for professional development and planning: \$28,243 Funding Source: LCFF Supplemental and Concentration Note: (46 days professional development and planning)	.21 FTE Asst. Supt. time for professional development and planning: \$0 Funding Source: LCFF Supplemental and Concentration Note: (46 days professional development and planning)	.21 FTE Asst. Supt. time for professional development and planning: \$0 Funding Source: LCFF Supplemental and Concentration Note: (46 days professional development and planning)
Goal 1: To design and implement an educational program that prepares	Implementation of State Standards; Course access; Pupil achievement;	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils;	School-Wide		Licenses for ProQuest Data Base: \$4,500 Funding Source: LCFF Supplemental and Concentration	Licenses for ProQuest Data Base: \$0 Funding Source: LCFF Supplemental and Concentration	Licenses for ProQuest Data Base: \$0 Funding Source: LCFF Supplemental and Concentration

students for success for college and/or career.	Other pupil outcomes; Pupil engagement	Purchase ProQuest Data Base to support libraries and research.					
Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implement Positive Behavior Intervention Support in Elementary Schools and Eagle Peak.	LEA-Wide		Teacher Supplemental Hourly rate @ 50.00: \$55,002 Funding Source: Supplemental Concentration	Teacher Supplemental Hourly rate @ 50.00: \$57,200 Funding Source: Supplemental Concentration	Teacher Supplemental Hourly rate @ 50.00: \$57,200 Funding Source: Supplemental Concentration
					.84 FTE Classified Secretarial Support for PBIS Program: \$34,862 Funding Source: LCFF Supplemental and Concentration	.84 FTE Classified Secretarial Support for PBIS Program: \$0 Funding Source: LCFF Supplemental and Concentration	.84 FTE Classified Secretarial Support for PBIS Program: \$0 Funding Source: LCFF Supplemental and Concentration
Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Fund a School Resource Officer	LEA-Wide		Contracted Services: \$90,000 Funding Source: LCFF Supplemental and Concentration	Contracted Services: \$90,000 Funding Source: LCFF Supplemental and Concentration	Contracted Services: \$90,000 Funding Source: LCFF Supplemental and Concentration
Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide Restorative Practices training for teachers at the	LEA-Wide		Teacher supplemental hourly rate at \$50 per hour (400 hours).: \$20,015 Funding Source: LCFF Supplemental and Concentration Note:	Teacher supplemental hourly rate at \$50 per hour (400 hours).: \$20,000 Funding Source: LCFF Supplemental and Concentration Note:	Teacher supplemental hourly rate at \$50 per hour (400 hours).: \$20,000 Funding Source: LCFF Supplemental and Concentration Note:

that values diversity and collaboration.		secondary level.			Evaluate the Restorative Practices program in 2016-17.	Evaluate the Restorative Practices program in 2016-17.	Evaluate the Restorative Practices program in 2016-17.
Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Create a sustainability plan for PBIS work.	LEA-Wide		Contract for Services: \$50,000 Funding Source: LCFF Supplemental and Concentration Note: Collaborative Learning Solutions: Jon Eyler	Contract for Services: \$0 Funding Source: LCFF Supplemental and Concentration Note: Collaborative Learning Solutions: Jon Eyler	Contract for Services: \$0 Funding Source: LCFF Supplemental and Concentration Note: Collaborative Learning Solutions: Jon Eyler
Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implement Second Step grades K-2	LEA-Wide		Contract for Services: \$3,000 Funding Source: Special Education Disproportionality Teacher hourly rate and substitute costs. Materials and Supplies: \$40,000 Funding Source: Special Education Disproportionality Note: Purchase kits for grades 1 and 2.	Contract for Services: \$3,000 Funding Source: Special Education Disproportionality Teacher hourly rate and substitute costs. Materials and Supplies: \$0 Funding Source: Special Education Disproportionality Note: Purchase kits for grades 1 and 2.	Contract for Services: \$3,000 Funding Source: Special Education Disproportionality Teacher hourly rate and substitute costs. Materials and Supplies: \$0 Funding Source: Special Education Disproportionality Note: Purchase kits for grades 1 and 2.
Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide Character Counts training for	School-Wide		Contract for Services: \$20,000 Funding Source: LCFF Supplemental and Concentration Note: Calpella, Frank Zeek, Yokayo	Contract for Services: \$0 Funding Source: LCFF Supplemental and Concentration Note: Calpella, Frank Zeek, Yokayo	Contract for Services: \$0 Funding Source: LCFF Supplemental and Concentration Note: Calpella, Frank Zeek, Yokayo

environment that values diversity and collaboration.		classified, certificated, and parents at participating elementary schools. (Calpella, Frank Zeek, Yokayo)					
Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Increase social and emotional counseling support	LEA-Wide		Contract for Services: \$193,767 Funding Source: LCFF Supplemental and Concentration	Contract for Services: \$180,000 Funding Source: LCFF Supplemental and Concentration	Contract for Services: \$180,000 Funding Source: LCFF Supplemental and Concentration
Goal 2: To create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implement Attendance Campaign for students.	LEA-Wide		Materials and Supplies: \$20,000 Funding Source: LCFF Supplemental and Concentration	Materials and Supplies: \$20,000 Funding Source: LCFF Supplemental and Concentration	Materials and Supplies: \$20,000 Funding Source: LCFF Supplemental and Concentration
Goal 3: To engage our parents and community in a collaborative partnership that supports	Parent involvement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Train facilitators for Parent Institute for	LEA-Wide		Supplemental rate of pay for 4 teachers at 54 hours X\$50: \$5,011 Funding Source: LCFF Supplemental and Concentration	Supplemental rate of pay for 4 teachers at 54 hours X\$50: \$6,000 Funding Source: LCFF Supplemental and Concentration	Supplemental rate of pay for 4 teachers at 54 hours X\$50: \$5,000 Funding Source: LCFF Supplemental and Concentration

the success of our students.		Quality Education.					
Goal 3: To engage our parents and community in a collaborative partnership that supports the success of our students.	Parent involvement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide ongoing education in Common State Standards in Math and Reading strategies.	LEA-Wide		Supplemental Teacher Time at \$50.00 per hour (320 hours): \$15,993 Funding Source: LCFF Supplemental Concentration	Supplemental Teacher Time at \$50.00 per hour (320 hours): \$16,639 Funding Source: LCFF Supplemental Concentration	Supplemental Teacher Time at \$50.00 per hour (320 hours): \$16,639 Funding Source: LCFF Supplemental Concentration
Goal 3: To engage our parents and community in a collaborative partnership that supports the success of our students.	Parent involvement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Hire bilingual Family/Community Liaisons at each school site to assist and engage parents in the school community.	LEA-Wide		4.0 FTE- Classified 11 Month Classified Employees: \$173,894 Funding Source: LCFF Supplemental and Concentration Note: 4 in 2014/15 8 in 2015/16 10 in 2016/17	4.0 FTE- Classified 11 Month Classified Employees: \$342,000 Funding Source: LCFF Supplemental and Concentration Note: 4 in 2014/15 8 in 2015/16 10 in 2016/17	4.0 FTE- Classified 11 Month Classified Employees: \$433,000 Funding Source: LCFF Supplemental and Concentration Note: 4 in 2014/15 8 in 2015/16 10 in 2016/17
Goal 3: To engage our parents and community in a collaborative partnership that supports the success of our students.	Parent involvement	: Provide child care, food, and translation during meetings to increase participation.	LEA-Wide		Classified Supplemental Time: \$1,000 Funding Source: LCFF Supplemental and Concentration Note: Translation and Child Care	Classified Supplemental Time: \$1,000 Funding Source: LCFF Supplemental and Concentration Note: Translation and Child Care	Classified Supplemental Time: \$1,000 Funding Source: LCFF Supplemental and Concentration Note: Translation and Child Care
					Materials and Supplies: \$1,000	Materials and Supplies: \$1,000	Materials and Supplies: \$1,000

					Funding Source: LCFF Supplemental and Concentration Note: Food for meetings	Funding Source: LCFF Supplemental and Concentration Note: Food for meetings	Funding Source: LCFF Supplemental and Concentration Note: Food for meetings
					DLAC Books and Supplies: \$2,000 Funding Source: LCFF Supplemental and Concentration	DLAC Books and Supplies: \$0 Funding Source: LCFF Supplemental and Concentration	DLAC Books and Supplies: \$0 Funding Source: LCFF Supplemental and Concentration
Goal 3: To engage our parents and community in a collaborative partnership that supports the success of our students.	Parent involvement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Continue Parent Institute for Quality Education (PIQE) in Spanish and English at three schools. 15/16 Continue PIQE at one middle school and three elementary schools. 16/17 Continue PIQE at one middle school and high schools.	LEA-Wide		Cost of PIQE Institute- Contract for Services: \$75,000 Funding Source: LCFF Supplemental and Concentration	Cost of PIQE Institute- Contract for Services: \$105,000 Funding Source: LCFF Supplemental and Concentration	Cost of PIQE Institute- Contract for Services: \$45,000 Funding Source: LCFF Supplemental and Concentration
					Materials and Supplies: \$15,000 Funding Source: LCFF Supplemental and Concentration	Materials and Supplies: \$15,000 Funding Source: LCFF Supplemental and Concentration	Materials and Supplies: \$15,000 Funding Source: LCFF Supplemental and Concentration
Goal 4: Strengthen human resources processes.	Implementation of State Standards; Pupil achievement; Parent involvement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide a mentor or coach for new administrators working to clear their	LEA-Wide		Contract for Services: \$25,000 Funding Source: LCFF Supplemental and Concentration Note: ACSA	Contract for Services: \$25,000 Funding Source: LCFF Supplemental and Concentration Note: ACSA	Contract for Services: \$25,000 Funding Source: LCFF Supplemental and Concentration Note: ACSA

		credentials.				
Goal 4: Strengthen human resources processes.	Implementation of State Standards; Pupil achievement; Parent involvement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: ACSA Coaching Workshops	LEA-Wide			

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, schoolwide, countywide, or charterwide 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 schoolwide 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.)

Ukiah Unified School District will receive, \$3,674,912 in Supplemental and concentration grant funds beginning in 2014/15. This amount will increase to approximately \$5.8 million in 2015/16 and \$6.8 million in 2016/17. These funds are calculated using the LCFF Calculator based on the number of English learners, students identified as low income, and foster youth.

Ukiah Unified School District will offer a variety of programs and supports specifically for English learners, low income students, and foster youth. These include, but are not limited to; Intervention Coordinators at every site, mental health support, Family/Community Liaisons, academic counselors, middle to high school Bridge program, reduced class size, visual and performing arts, extended learning time, positive behavior support, technology integration, alternative programs, professional development for staff, and parent education opportunities. School wide implementation of the practices will not only have an impact on the learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Approximately 73.4% of the students are designated as low income. Due to the high percentage of students that are low income, the district has decided to use these funds in a district wide and school wide manner to address the needs of all students.

The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. The full list of expenditures is aligned with the goals of the UUSD Local Control Accountability Plan and address the needs of our district's English learners, low income students, and foster youth.

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.

The minimum proportionality percentage increase for Ukiah Unified School District is 9.4% While the majority of students served will be focus students (seventy percent or more), there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, UUSD will best serve all students, especially focus students. See section 3B & 3C for a list of increased services.

The full list of expenditures is aligned with the goals of the UUSD Local Control and Accountability Plan and addresses the needs of our district' English learners, low income students and foster youth.

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.