§ 15497. Local Control and Accountability Plan and Annual Update Template.

LEA: Yuba City Unified School District   Contact (Name, Title, Email, Phone Number):
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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
In 2012-2013, the Yuba City Unified School District Governing Board engaged in a collaborative process to develop a three year Strategic Plan. Town Hall meetings were held to gather input from parents, staff, and community leaders which resulted in a strategic plan to focus on student success using systems to develop top quality staff, promote effective communication and outreach, and link viable support systems of safety, technology, facilities, transportation, nutrition, and dynamic campus environments. In the Fall of 2013, the District began its efforts to inform the Governing Board, administrators, parents and the community of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). In addition, staff aligned the District goals with the State priorities listed in Education Code sections 52060 and 52066. Presentations were made to the Governing Board on March 12, 2013; June 11, 2013; June 25, 2013; February 25, 2014; and March 25, 2014 to inform the Board of the requirements and outline the LCAP planning strategy. The LCAP planning strategy included a series of systematic steps to ensure compliance with Education Code and more importantly to ensure stakeholder involvement throughout the process. The LCAP planning strategy included: • School and district data analysis • Stakeholder input sessions • Development of the draft LCAP by the YCUSD LCAP Advisory Committee • Presentation of the draft LCAP to the Superintendent and Governing Board Stakeholder groups meetings were held with students from both comprehensive high schools and the continuation high school; parents, representing the target subpopulations from each K-5, K-8, 6-8 and high school, District English Learner Advisory Committee, Administrators, Community, California State Employees Association, and Yuba City Teachers Association. All meetings were open meetings. Stakeholder meetings were held on the following dates: • April 29, 2014-North Schools Parent Meeting (Tierra Buena, Butte Vista, April Lane, Albert Powell High School, King Avenue, Bridge Street, Park Avenue, Gray Avenue and River Valley High School) • April 30, 2014-South Schools Parent Meeting (Central Gaither, Barry, Riverbend, Lincrest, Lincoln, Andros Karperos, Yuba City High School, Yuba City Alternative School). • May 5, 2014-District English Learner Advisory Committee (DELAC) • May 6, 2014-Community Forum • May 7, 2014-California State Employees Association (CSEA) • May 8, 2014-Yuba City Teachers Association (YCTA) Prior to each Stakeholder Input Session, both quantitative and qualitative data, were provided to each group. The District ensured that the stakeholders were presented with data specific to the target subpopulations: English Learners, Foster Youth, Low Socioeconomic, and Students with Disabilities.	The Stakeholder Engagement Process served as a way to inform, educate, and gather input from key stakeholders: students, parents, community partners, administrators, CSEA, and YCTA to frame the development of the LCAP goals/priority areas. The Stakeholder Engagement resulted in the LCAP which: • Accurately identified student needs • Targeted fiscal resources to meet the needs of identified student subpopulations as well as ALL students • Ensured meaningful parent and community involvement Common themes and identified priorities from the Stakeholder groups and LCAP Advisory Committee were: • Relevant technology in classrooms/labs • Increase arts/music education • Increase AP courses/GATE • Increase within the school day intervention • Expand AVID: Elementary/Secondary • ACT/SAT Prep Courses • Increase extra-curricular activities and sports • Increase counselors for Career/College Readiness and Social Emotional support • Increase CTE courses • Improve collaboration and communication

Involvement Process	Impact on LCAP

The following data was analyzed and presented to all stakeholder groups:
• Academic Performance Index/Adequate Yearly Progress
• CST ELA/Math Proficiency Rates
• CAHSEE Passing Rates
• Graduation/Dropout Rates
• A-G Requirements
• Advanced Placement Exam Passing Rates
• Attendance
• English Learner Reclassification Rates/Long term English Learners
• Suspension/Expulsion Rates
• California Healthy Kids Survey Data related to feelings of Safety
• Curriculum Embedded Assessment Data
In addition to student data, Stakeholder groups were presented with the State eight priority areas aligned to the District goals and were presented with the following guiding questions:
   What new or expanded programs and services to students might YCUSD develop to strengthen its impact on student success, for graduation, and beyond high school?
   What do you see as the highest YCUSD priority for programs or services to students through LCAP funding over the next one to three years so that students are best prepared for graduation and college and career readiness
During these input sessions, stakeholders met in small groups to answer the questions above to identify educational programs, practices, or areas that might be added or expanded and what they perceived to be the highest priorities based upon the data that was presented initially. All input was documented, typed up and posted on the District Website.
 	
A District LCAP Advisory Committee was formed and consisted of five parents, representing students identified as English Learners, Low Socioeconomic, Foster Youth, Students with Disabilities; two community members; a teacher; three administrators, representing K-5, K-8 and the high school; a school secretary representing other staff members; the CSEA president; and the YCTA president. The District LCAP Advisory Committee met on May 16, 22, and 29, 2014 and reviewed all input from the Stakeholder meetings. Input was grouped by Highest Priorities from the Stakeholder groups and common themes that crossed all Stakeholder groups. The LCAP Advisory Committee then made recommendations regarding possible goal areas. A draft of the LCAP was presented to the Superintendent on May 31, 2014. A final meeting was held with the Parent Advisory Group and District English Language Advisory Committee (DELAC) on June 3, 2014. The LCAP was then posted on the District Website for public review prior to the Public Meeting scheduled for June 10, 2014 with final adoption by the Governing Board planned for June 24, 2014.	

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Strategic Goal 1: Students will be provided with safe, modernized facilities, and student centered support systems that promote the physical and cognitive development of ALL students.								
Need: Not all students have access to updated technology **Metric:** Technology Plan; Facilities Survey	<u>Focus Goal 1.1</u> Ensure all students have access to clean, safe, and well maintained facilities, including appropriate and relevant technology	ALL	ALL		All students will have access to wireless technology and clean and safe facilities	All students will have access to wireless technology and clean and safe facilities	All students will have access to wireless technology and clean and safe facilities	Priority 1: Basic Services Priority 2 CCSS Priority 4 Student Achieve-ment
Need: Low Socio-economic and Hispanic students are being suspended and expelled at a higher rate than other students. **Metric:** Discipline data	<u>Focus Goal 1.2</u> Decrease the rates of suspensions and expulsions for all students but specifically for, low socio-economic and Hispanic students, to mirror the general student population	Low Socio-economic and Hispanic students	ALL		Decrease suspension/expulsion rate of targeted student populations by 2% Increase social emotional counseling support for at-risk students	Decrease suspension/expulsion rate of targeted student populations by 2% Increase social emotional counseling support for at-risk students	Decrease suspension/expulsion rate of targeted student populations by 2% Increase social emotional counseling support for at-risk students	Priority 5: Pupil Engage-ment, Priority 6: School Climate

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: At-risk students are not graduating at the same rate as others

Metric: Annual Graduation data from CA Department of Education (CDE); school attendance; chronic absenteeism; drop-out rates | Focus Goal 1.3 Increase the graduation rates for at-risk students. | Low Socio-economic Foster Youth English Learners Students with Disabilities R-FEPs | Yuba City High--River Valley High Albert Powell High Yuba City Alternative High | | Increase graduation rate by .5% for target populations | Increase graduation rate by 1% for target populations | Increase graduation rate by 1% for target populations | Priority 5: Student Engagement |
| **Need:** Less than 61% of 7th, 9th and 11th graders feel safe at school.
Metric: Healthy Kids Survey (HKS) | Focus Goal 1.4: Increase the percentage of students who feel safe at school. | ALL | ALL | | Increase percent of students who feel safe at school by 5% | Increase percent of students who feel safe at school by 5% | Increase percent of students who feel safe at school by 5% | Priority 6: School Climate |

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Strategic Goal 2: To provide a rigorous and comprehensive program to ensure success for ALL students as they transition to graduation and beyond and are college and career ready, through high quality classroom instruction and support.								
Need: Not all students are grade level proficient and have access to CCSS and new ELD standards **Metric:** API/AYP; CAASPP; District benchmark assessments; CAHSEE; CELDT	Focus Goal 2.1 Increase the academic achievement of ALL students in ELA, math and literacy through the implementation of CCSS and ELD Standards	ALL	ALL		100% of teachers will be trained in CCSS, ELD standards and New Generation Science Standards (NGSS) applicable to their grade/content	100% of teachers will implement the CCSS, ELD standards, and NGSS applicable to their grade/content.	100% of teachers will continue to implement the CCSS, ELD standards, and NGSS applicable to their grade/content	Priority 2: Implementation of CCSS Priority 4: Student Achieve-ment

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: 12.5% of ELs redesignate annually Metric: CELDT	Focus Goal 2.2 Increase the percent of ELs who redesignate annually	English Learners	ALL		Increase the percent of ELs who redesignate annually by 1% Increase % of EL who meet or exceed Title III AMAO II targets.	Increase the percent of ELs who redesignate annually by 2% Increase % of EL who meet or exceed Title III AMAO II targets.	Increase the percent of ELs who redesignate annually by 3% Increase % of EL who meet or exceed Title III AMAO II targets.	Priority 4: Student Achieve-ment
Need: The District has approximately 16% of English Learners identified as LTELS Metric: CAASPP; CELDT; District assessments	Focus Goal 2.3 Decrease the number of Long Term English Learners (LTELS) by implementing a curriculum specifically focused on the identified needs of LTELS and providing professional development for teachers of LTELS to ensure effective instruction and rigor for LTELS	English Learners	ALL		Decrease number of LTELs by 2% Increase % of LTEL who meet or exceed Title III AMAO I targets. Increase % of LTEL who meet or exceed Title III AMAO II targets.	Decrease number of LTELs by 4% Increase % of LTEL who meet or exceed Title III AMAO I targets. Increase % of LTEL who meet or exceed Title III AMAO II targets	Decrease number of LTELs by 5% Increase % of LTEL who meet or exceed Title III AMAO I targets. Increase % of LTEL who meet or exceed Title III AMAO II targets	Priority 4: Student Achieve-ment

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: The District has 46% of their ELs proficient in ELA and 51% in Math **Metric:** API/AYP; Curriculum benchmark assessments; CAASPP	<u>Focus Goal 2.4</u> Increase English Learner students' proficiency in Math and ELA.	English Learners	ALL		Increase English Learner proficiency in math by 2% and ELA 1% through effective instruction and individualized intervention within the school day	Increase English Learner proficiency in math by 3% and ELA 2% through effective instruction and individualized intervention within the school day	Increase English Learner proficiency in math by 4% and ELA 3% through effective instruction and individualized intervention within the school day	Priority 4: Student Achieve-ment
Need: The District has 61.5 % of its students proficient in ELA and 61.6% in math **Metric:** API/AYP; Curriculum assessments; CAASPP	<u>Focus Goal 2.5</u> Increase the ELA/Math performance of ALL students who are not at grade level proficiency.	ALL	ALL		Increase proficiency in ELA and math by 2% through effective instruction and individualized intervention within the school day	Increase in ELA and math proficiency by 3% through effective instruction and individualized intervention within the school day	Increase in ELA and math proficiency by 4% through effective instruction and individualized intervention within the school day	Priority 4: Student Achieve-ment

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: The District currently has 5 of 9 secondary sites implementing AVID and no elementary sites. The District had approximately 40 teachers GATE certified by renewal of certification has not occurred in the past five years. Currently 981 of the high school students are enrolled in an AP Course; 316 students take the AP exam and 191 passed one or more AP exam. Metric: Number of AVID sites; number of GATE certified Teachers; % of students enrolled in AP courses and passing AP exams and EAP	Focus Goal 2.6 Increase opportunities for Junior Kindergarten through 12th grade students to participate in enrichment opportunities and advanced coursework (i.e. AVID, music, GATE, AP Courses) with an emphasis on under-represented populations.	ALL	ALL		Research and survey additional music opportunities (i.e. classroom music for JK-3 and additional instrumental music course options in grades 4-12) Work with community artists to provide quarterly art lessons/experience in grades JK-5th. Increase AVID at secondary sites to 7 out of 9 sites GATE certify a minimum of 20 teachers Increase the number of sections of Pre-AP and AP courses and students enrolled in such courses. Increase the number of students passing the AP exam with a 3 or better	Provide additional music opportunities (i.e. classroom music for JK-3 and one additional instrumental music course in grades 4-12) Work with community artists to provide quarterly art lessons/experience in grades JK-5th. Increase AVID at secondary sites to 9 out of 9 sites GATE certify a minimum of 40 teachers Increase the number of sections of Pre-AP and AP courses and students enrolled in such courses. Increase the number of students passing the AP exam with a 3 or better	Provide additional music opportunities (i.e. classroom music for JK-3 and one additional instrumental music course in grades 4-12) Work with community artists to provide quarterly art lessons/experience in grades JK-5th. Expand AVID to all fifth grades GATE certify a minimum of 60 teachers Increase the number of sections of Pre-AP and AP courses and students enrolled in such courses. Increase the number of students passing the AP exam with a 3 or better to meet/exceed the state average.	Priority 7: Course Access

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Student data shows that students are not college and career ready Metric: AP Scores; EAP Indicator of College Readiness; A-G/or CTE completion	Focus Goal 2.7 Ensure all students graduate college and career ready	ALL	ALL		Increase the percentage of students who meet A to G requirements by 2% Increase the percentage of students who complete a CTE Pathway requirements by 2% Develop a Life Skills Course in high school Provide opportunities for students to participate in SAT/ACT Prep beyond the school day and/or within the day	Increase the percentage of students who meet A to G requirements by 3% Increase the percentage of students who complete a CTE Pathway requirements by 3% Implement a Life Skills Course in high school Provide opportunities for students to participate in SAT/ACT Prep beyond the school day and/or within the day	Increase the percentage of students who meet A to G requirements by 5% Increase the percentage of students who complete a CTE Pathway requirements by 5% Continue Life Skills Course in high school Provide opportunities for students to participate in SAT/ACT Prep beyond the school day and/or within the day	Priority 2: Implementation of CCSS Priority 4: Student Achievement Priority 7: Course Access Priority 8: Other Student Outcomes

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Number of Board Authorizations and interns **Metric:** HQT and misassignment	**Focus Goal 2.8** Ensure that ALL students are taught by teachers that are fully credentialed in the subject areas in which they are teaching and are certified as appropriate.	ALL	ALL		Maintain 100% HQT compliance and appropriate assignments Ensure AP teachers are identified and receive the necessary training prior to the teaching of the AP course and receive time and support to complete the AP audit.	Maintain 100% HQT compliance and appropriate assignments Ensure AP teachers are identified and receive the necessary training prior to the teaching of the AP course and receive time and support to complete the AP audit.	Maintain 100% HQT compliance and appropriate assignments Ensure AP teachers are identified and receive the necessary training prior to the teaching of the AP course and receive time and support to complete the AP	Priority 1: Basic Services Priority 7: Course Access
Need: Align teaching practices with CCSS and ELD standards **Metrics:** Administrative Observation Form; Training sign in sheets	**Focus Goal 2.9** Provide current and relevant professional development which supports effective instruction and Common Core State Standards; ELD/SWD; Core Curriculum; Effective Instructional Practices	ALL	ALL		100% of teachers trained in CCSS; ELD/SWD; Core Curriculum; effective instructional practices applicable to their grade/content area	On-site coaching for implementation of the CCSS; ELD/SWD; Core Curriculum; effective instructional practices applicable to their grade/content area	On-site coaching for implementation of the CCSS; ELD/SWD; Core Curriculum; effective instructional practices applicable to their grade/content area	Priority 1: Basic Services Priority 2: Implementation CCSS Priority 4: Student Achievement

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Due to the number of required ELA/Math minutes at the elementary level and challenges with high school schedules, opportunities for students are sometimes limited. **Metric:** Master schedules, Instructional minutes, Course Access	<u>Focus Goal 2.10:</u> Increase access to social science, science, arts, music in the elementary schools and course options at the high schools	All Elementary and High Schools	All Elementary and High Schools		Explore/research alternative master schedules, increasing instructional minutes, classroom configurations that will provide more opportunities for students.	Propose alternative master schedules, increasing instructional minutes, classroom configurations that will provide more opportunities for students.	Implement alternative master schedules, increasing instructional minutes, classroom configurations that will provide more opportunities for students.	Priority 7: Course Access

Strategic Goal 3: To provide continuous methods of communication that sustains ongoing connection with and involvement of the parents, staff and the community with a clear focus on improving student achievement.

Identified Need and Metric	Goals			Annual Update	What will be different/improved for students?			Related State and Local Priorities
Need: The District has an increased need to provide opportunities for input from key stakeholders in school/district decisions **Metric:** Parent/staff survey; Annual LCAP meetings	<u>Focus Goal 3.1:</u> Increase opportunities for students, parents, and staff to provide input to school/district decisions	ALL	ALL		Increase opportunities for parents, students and staff to provide input by holding a fall and spring input session for each of the stakeholder groups.	Increase opportunities for parents, students and staff to provide input by holding a fall and spring input session for each of the stakeholder groups.	Increase opportunities for parents, students and staff to provide input by holding a fall and spring input session for each of the stakeholder groups.	Priority 3: Parent Involve-ment

Identified Need and Metric	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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Parent participation in parent trainings has been limited with only 20-30 parents per training. **Metric:** Parent sign-in sheets; Parent surveys	Focus Goal 3.2 Increase parent participation in programs to support student learning	ALL	ALL		Increase opportunities by two per year Increase participation of parents by 10%	Increase opportunities by four per year Increase participation of parents by 10%	Increase opportunities by four per year Increase participation of parents by 10%	Priority 3: Parent Involve-ment
Need: Parents report that they are often unaware of changes; events; meetings occurring within the District. **Metric:** Parent Survey; Increased parent participation in events	Focus Goal 3.3 Increase parent communication to ensure parents are informed of changes, events, opportunities within the District	ALL	ALL		Increase parent communication by ensuring District and site websites are updated and flyers are sent; explore use of social media for increased communication	Increase parent communication by ensuring District and site websites are updated and flyers are sent; Implement use of social media for increased communication	Increase parent communication by ensuring District and site websites are updated and flyers are sent; continue use of social media for increased communication	Priority 3: Parent Involve-ment

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Strategic Goal 1: Students will be provided with safe, modernized facilities, and student centered support systems that promote the physical and cognitive development of ALL students.							
Focus Goal 1.1 Ensure all students have access to clean, safe, and well maintained facilities, including appropriate and relevant technology	1: Basic Services	Improve and increase the use of technology for instruction and assessment	LEA-Wide		Purchase of technology for instruction, student engagement, and assessment. Cost: $180,000 Source: Common Core	Purchase of technology for instruction, student engagement, and assessment. Cost: $500,000 Source: Supp/Con	Purchase of technology for instruction, student engagement, and assessment. Cost: $500,000 Source: Supp/Con
		Improve facilities per the Master Facility Plan to ensure students are provided safe, well maintained facilities.			Review Master Facility Plan as it relates to site needs Cost: NONE	Begin implementation of Master Facility Plan to ensure safe, well maintained sites. Cost: TBD Source: TBD	Begin implementation of Master Facility Plan to ensure safe, well maintained sites. Cost: TBD Source: TBD

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
Focus Goal 1.4: Increase the percentage of students who feel safe at school.	6: School Climate	Provide resources and supports to increase students' feelings of safety	**LEA-Wide**		Provide support services through counseling, Cost: $2,238,500 Source: Supp/con	Provide support services through counseling, Cost: $2,238,500 Source: Supp/Con	Provide support services through counseling, Cost: $2,238,500 Source:Supp/con
					Research anti-bullying, tobacco/alcohol/drug prevention programs Cost: NONE	Implement identified anti-bullying, tobacco/alcohol/drug prevention programs. Cost: TBD	Continue to implement identified anti-bullying, tobacco/alcohol/drug prevention programs Cost: TBD
					Research and develop a professional learning module for all staff, classified and certificated, to strengthen the campus-wide focus on student safety. Cost: NONE	Implement the professional learning module for all staff, classified and certificated, to strengthen the campus-wide focus on student safety. Cost: NONE	Continue to implement the professional learning module for all staff, classified and certificated, to strengthen the campus-wide focus on student safety. Cost: NONE

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
Strategic Goal 2: To provide a rigorous and comprehensive program to ensure success for ALL students as they transition to graduation and beyond and are college and career ready, through high quality classroom instruction and support.							
Focus Goal 2.1 Increase the academic achievement of ALL students in ELA, math and literacy through the implementation of CCSS and ELD Standards	2: Implement CCSS 4: Student Achievement	Provide quality, ongoing professional development and collaboration related to CCSS and ELD	**LEA-Wide**		Provide professional development related to CCSS math **Cost: $60,000 Source: $20,000 Common Core; $20,000 Title II; $20,000 Supp/Con** Maintain CCSS Coaches and conduct program evaluation for effectiveness **Cost: $935,000 Source: $635,000 Supp/Con; $130,000 Title I; $60,000 Title II; $50,000 Title III** Explore models for collaboration outside the instructional day Cost: NONE	Provide professional development related to CCSS and ELD standards **Cost: $50,000 Source: $25,000 Title II; $25,000 Supp/Con** Maintain CCSS Coaches and conduct program evaluation for effectiveness **Cost: $935,000 Source: $635,000 Supp/Con; $130,000 Title I $60,000 Title II; 50,000 Title III**	Provide professional development related to CCSS and ELD standards **Cost: $50,000 Source: $25.000 Title II; $25,000 Supp/Con** Maintain CCSS Coaches and conduct program evaluation for effectiveness **Cost: $935,000 Source: Source: $635,000 Supp/Con; $130,000 Title I $60,000 Title II; 50,000 Title III**

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
		Provide time for elementary teachers to prepare for teaching CCSS and ELD standards Technology purchase for implementation of CCSS			Continue Elementary Preps through PE Specialist Cost: $500,000 Source: Supp/Con Mobile labs for CCSS math Cost: $180,000 Source: $60,000 Base; $60,000 CCSS; $60,000 Supp/Con	Continue Elementary Preps through PE Specialist Cost: $900,000 Source: Supp/Con Continue purchase of needed technology to implement CCSS Cost: 250,000 Source: Supp/Con	Continue Elementary Preps through PE Specialist Cost: $900,000 Source: Supp/Con Continue purchase of needed technology to implement CCSS Cost: 250,000 Source: Supp/Con
Focus Goal 2.5 Increase the ELA/Math performance of ALL students who are not at grade level proficiency	4: Student Achievement	Provide academic support to all students not at grade level proficiency	LEA-Wide		Hire academic intervention teachers to provide support to students not at grade level proficiency Cost: $1,073,100 Source: Supp/Con	Continue academic intervention support through intervention teachers Cost: $1,094,562 Source: Supp/Con	Continue academic intervention support through intervention teachers Cost: $1,116,453 Source: Supp/Con

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
Focus Goal 2.6 Increase opportunities for Junior Kindergarten through 12th grade students to participate in enrichment opportunities and advanced	7: Course Access	Provide increased opportunities for enrichment/advancement activities for JK-12th grade students.	LEA-Wide		Explore ways to provide additional music opportunities (i.e. classroom music for JK-3 and additional instrumental music course in grades 4-12) Cost: NONE	Provide additional music opportunities (i.e. classroom music for JK-3 and one additional instrumental music course in grades 4-12) Cost: $292,000 Source: Supp/Con	Provide additional music opportunities (i.e. classroom music for JK-3 and one additional instrumental music course in grades 4-12) Cost: $292,000 Source: Supp/Con
					Work with community artists to provide quarterly art lessons/experience in grades JK-5th. Cost: $30,000 Source: Supp/Con	Work with community artists to provide quarterly art lessons/experience in grades JK-5th. Cost: $30,000 Source: Supp/Con	Work with community artists to provide quarterly art lessons/experience in grades JK-5th. Cost: $30,000 Source: Supp/Con
					Increase AVID at secondary sites to 7 out of 9 sites Cost: $73,000 Source: Title 1 and Base	Expand AVID to all secondary sites Cost: $150,000 Source: Supp/Con	Expand AVID to all fifth grades Cost: $150,000 Source: Supp/Con
					Provide AVID tutors Cost: $50,000 Source: Supp/Con	Provide AVID tutors Cost: $50,000 Source: Supp/Con	Provide AVID tutors Cost: $50,000 Source: Supp/Con

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**
					GATE certify a minimum of 20 teachers Cost: $20,000 Source: Supp/Con	GATE certify a minimum of 60 teachers Cost: $30,000 Source: Supp/Con	GATE certify a minimum of 60 teachers Cost: $30,000 Source: Supp/Con
					Increase the number of teachers trained in Pre-AP and AP courses Cost: $10,000 Source: Title II	Increase the number of teachers trained in Pre-AP and AP courses Cost: $10,000 Source: Title II	Increase the number of teachers trained in Pre-AP and AP courses Cost: $10,000 Source: Title II
					Develop professional learning opportunities for teachers of pre-AP courses to learn about AP expectations. Cost: NONE	Present professional learning opportunities for ELA/math teachers of pre-AP courses to learn about expectations. Cost: NONE	Continue to present professional learning opportunities for ELA/math teachers of pre-AP courses to learn about expectations. Cost: NONE
					Develop professional learning opportunities for all content area teachers in middle/high school to learn about pre-AP/AP expectations. Cost: NONE	Present professional learning opportunities for all content area teachers in middle/high school to learn about pre-AP/AP expectations. Cost: NONE	Continue to present professional learning opportunities for all content area teachers in middle/high school to learn about pre-AP/AP expectations. Cost: NONE

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
Focus Goal 2.7 Ensure all students graduate college and career ready	2: Implement CCSS 4: Student Achievement 7: Course Access 8: Other Student Outcomes	Begin implementation of Career and College ready curriculum at 5th and 8th grades	LEA-Wide		Implement Junior Achievement for all 5th and 8th grade students Cost: $52,000 Source: Supp/Course	Implement Junior Achievement for all 4th and 7th grade students Cost: $52,000 Source: Supp/Course	Implement Junior Achievement for all 6th and 9th grade students Cost: $52,000 Source: Supp/Course
		Provide increased course options: honors/Pre-AP/AP courses and AP exams and EAP			Increase the number of teachers trained in Pre-AP/AP courses; increase promotion of courses Cost: $10,000 Source: Title II	Increase the number of teachers trained in Pre-AP/AP courses; increase promotion of courses Cost: $10,000 Source: Title II	Increase the number of teachers trained in Pre-AP/AP courses; increase promotion of courses Cost: $10,000 Source: Title II
		Provide within the day and after school SAT/ACT Prep			ACT/SAT Prep Cost: $10,000 Source: Supp/Con	ACT/SAT Prep Cost: $10,000 Source: Supp/Con	ACT/SAT Prep Cost: $10,000 Source: Supp/Con
		Provide increased opportunities for completion of CTE pathways			Review the current CTE pathways to ensure that they reflect the needs of the labor market and region, specifically agriculture. Cost: NONE	Develop CTE pathways that reflect the regional labor market need. Cost: TBD	Continue to develop CTE pathways that reflect the regional labor market need. Cost: TBD

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
		Begin process of providing Career and College Readiness in elementary and middle school			Explore Career and College Readiness options for elementary and middle school students. Cost: NONE	Implement Career and College Readiness options for elementary and middle school students. Cost: TBD Source: Supp/Con	Continue to implement Career and College Readiness options for elementary and middle school students. Cost: TBD Source: Supp/Con
		Provide soft skills/employability skills training for elementary, middle and high school students.			Develop/define, with community/business input, soft/employability skills, to be taught in and implemented in all grade levels Cost: NONE	Implement soft/employability skills lessons in all grade levels. Cost: NONE	Continue to implement soft/employability skills lessons in all grade levels. Cost: NONE
		Provide ROP transportation to ROP students			ROP transportation to ensure access to ROP students between both high schools. Cost: $50,000 Source: Base	ROP transportation to ensure access to ROP students between both high schools. Cost: $50,000 Source: Base	ROP transportation to ensure access to ROP students between both high schools. Cost: $50,000 Source: Base

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
Focus Goal 2.8 Ensure that ALL students are taught by teachers that are fully credentialed in the subject areas in which they are teaching and are certified as appropriate.	1: Basic Services 7: Course Access	Ensure teachers have appropriate subject matter authorization and required certification	LEA-Wide		Identified teachers will acquire the necessary authorization and/or certification. Cost: $5,000 Source: Title II	Identified teachers will acquire the necessary authorization and/or certification. Cost: $5,000 Source: Title II	Identified teachers will acquire the necessary authorization and/or certification. Cost: $5,000 Source: Title II
Focus Goal 2.9 Provide current and relevant professional development which supports effective instruction and Common Core State Standards; ELD/SWD/Foster Youth; Core Curriculum; Effective Instructional Practices	1: Basic Services 2: Implement CCSS 4: Student Achievement	Provide training to staff on CCSS and effective instructional practices for ELs, Foster Youth, Low Socio-economic students, R-FEPs and SWDs.	LEA-Wide		Provide professional development in CCSS; CCSS and coaching for grades 6-12; and ELD/SWD/Foster Youth/R-FEPs/Low Socio-economic students Cost: $510,000 Source: Common Core	Provide professional development in CCSS; CCSS Coaching for grades 6-12; and ELD/SWD/Foster Youth/ R-FEPs/Low Socio-economic students Cost: $510,000 Source: Supp/Con	Provide professional development in CCSS; CCSS Coaching for grades 6-12; and ELD/SWD/Foster Youth/ R-FEPs/Low Socio-economic students Cost: $510,000 Source: Supp/Con

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
Focus Goal 2.10: Increase access to social science, science, arts, music in the elementary schools and course options at YCHS.	7: Course Access	Explore/research/implement alternative master schedules, increasing instructional minutes, classroom configurations that will provide more opportunities for students.	LEA-Wide		Explore/research alternative master schedules, increasing instructional minutes, classroom configurations that will provide more opportunities for students. Cost: NONE	Implement alternative master schedules, increasing instructional minutes, classroom configurations that will provide more opportunities for students. COST: TBD	Continue to implement alternative master schedules, increasing instructional minutes, classroom configurations that will provide more opportunities for students. COST: TBD
Strategic Goal 3: To provide continuous methods of communication that sustains ongoing connection with and involvement of the parents, staff and the community with a clear focus on improving student achievement.							
Focus Goal 3.1: Increase opportunities for students, parents, and staff to provide input to school/district decisions	3: Parent Involvement	Provide opportunities for parents, students, and staff to provide input regarding district decisions.	LEA-Wide		Increase opportunities for parents, students and staff to provide input by holding a fall and spring input session for each of the stakeholder groups. Cost: NONE	Increase opportunities for parents, students and staff to provide input by holding a fall and spring input session for each of the stakeholder groups. Cost: NONE	Increase opportunities for parents, students and staff to provide input by holding a fall and spring input session for each of the stakeholder groups. Cost: NONE

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
					Solicit parent input, through a parent survey, regarding ways to increase parent participation. Cost: $2500 Source: Title I	Site implementation of strategies recommended from parent surveys to increase parent participation. Cost: TBD Source: Supp/con	Site implementation of strategies recommended from parent surveys to increase parent participation. Cost: TBD Source: Supp/con
					Identify a committee to review all feedback from LCAP input sessions an identify specific means to gain increased stakeholder input and develop a related plan to implement and measure Cost: NONE	LCAP Committee ongoing review and refinement of LCAP plan goals based upon stakeholder feedback. Cost: NONE	LCAP Committee ongoing review and refinement of LCAP plan goals based upon stakeholder feedback. Cost: NONE
Focus Goal 3.2 Increase parent participation in programs to support student learning	3: Parent Involvement	Explore and implement parent programs to support student learning	LEA-Wide		Explore possible programs to engage parents to support their students learning Cost: NONE	Implement programs to engage parents to support their students learning Cost : TBD	Continue to implement programs to engage parents to support their students learning Cost: TBD

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
Focus Goal 3.3 Increase parent communication to ensure parents are informed of changes, events, opportunities within the District	3: Parent Involvement	Ensure district and site websites are up to date on a regular and begin use of other forms of social media	LEA-Wide		District webmaster to ensure websites are up to date Cost: $50,000 Source: Base Content Management System for social media communication Cost: $50,000 Source: Base	District webmaster to ensure websites are up to date Cost: $50,000 Source: Base and Content Management System for social media communication Cost: $50,000 Source: Base	District webmaster to ensure websites are up to date Cost: $50,000 Source: Base and Content Management System for social media communication Cost: $50,000 Source: 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, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Strategic Goal 1: Students will be provided with safe, modernized facilities, and student centered support systems that promote the physical and cognitive development of ALL students.							
Focus Goal 1.2 Decrease the rates of suspensions and expulsions for all students, but specifically target, low socio-economic and Hispanic students, to mirror the general student population	5: Pupil Engagement 6: School Climate	Implement Positive Behavior Intervention and Supports (PBIS); Nurtured Heart and Why Try program.	LEA-Wide		Explore PBIS and Why Try programs and initiate training. Continue Nurtured Heart and Love and Logic training district-wide Cost: $10,000 Source: Supp/Con	Implement PBIS and Why Try programs. Cost: $100,000 Source: Supp/Con	Continue training for PBIS and Why Try. Evaluate PBIS and Why Try effectiveness Cost: $100,000 Source: Supp/Con
					Hire additional Elementary/Secondary Counselors Cost: $506,145 Source: Supp/Con	Continue Elementary/Secondary Counseling staffing ratio to ensure academic and social emotional support for all students Cost: $2,744,645 Source: Supp/Con	Continue Elementary/Secondary Staffing ratio to ensure academic and social emotional support for all students Cost: $2,744,645 Source: Supp/Con

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Research and develop alternatives to suspension/expulsion Cost: NONE	Implement identified alternatives to suspension/expulsion Cost: TBD	Continue to implement identified alternatives to suspension/expulsion Cost: TBD
Focus Goal 1.3 Increase the graduation rates for at-risk students.	5: Student Engagement	Identify and monitor students at risk of not graduating.	School-Wide at all high schools		Increase the number of counselors at each high school to ensure identification and close monitoring of students at risk of not graduating. Cost: $292,000 Source: Supp/Con	Continue counselor ration of 1:300 at each high school to ensure identification and close monitoring of students at risk of not graduating. Cost: $2,744,645 Source: Supp/Con	Continue counselor ration of 1:300 at each high school to ensure identification and close monitoring of students at risk of not graduating. Cost: $2,744,645 Source: Supp/Con
Strategic Goal 2: To provide a rigorous and comprehensive program to ensure success for ALL students as they transition to graduation and beyond and are college and career ready, through high quality classroom instruction and support.							
Focus Goal 2.2 Increase the percent of ELs who redesignate annually	4: Student Achievement	Research and purchase supplemental curriculum to assist in the acquisition of English skills	LEA-Wide		Supplemental curriculum to assist in the acquisition of English skills Cost: $75,000 Source: $50,000 Title III and $25,000 Supp/Con		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Professional Development for teachers in the implementation of new curriculum and effective instructional strategies Cost: $6,000 Source: Title III	Continue professional development for teachers in the use of effective instructional strategies for ELs Cost: $6,000 Source: Title III	Continue professional development for teachers in the use of effective instructional strategies for ELs Cost: $6,000 Source: Title III
Focus Goal 2.3 Decrease the number of Long Term English Learners (LTELS) by implementing a curriculum specifically focused on the identified needs of LTELS and providing professional development for teachers of LTELS to ensure effective instruction and rigor for LTELS	4: Student Achievement		LEA-Wide		Supplemental curriculum to assist in addressing the needs of LTELs Cost: $75,000 Source: $75,000 Supp/Con Professional Development for teachers in the implementation of new curriculum and effective instructional strategies for LTELs Cost: $6,000 Source: Title III	Continue professional development for teachers in the implementation of new curriculum and effective instructional strategies for LTELs Cost: $6,000 Source: Title III	Continue professional development for teachers in the implementation of new curriculum and effective instructional strategies for LTELs Cost: $6,000 Source: Title III
Focus Goal 2.4 Increase English Learner students' proficiency in Math and ELA.	4: Student Achievement	Provide within the day and after school intervention to ELs in the areas of ELA and math to increase proficiency	LEA-Wide		Intervention support for ELs after school and/or within the day Cost: $50,000 Source: $25,000 Title III and $25,000 Supp/con	Intervention support for ELs after school and/or within the day Cost: $50,000 Source: $25,000 Title III and $25,000 Supp/con	Intervention support for ELs after school and/or within the day Cost: $50,000 Source: $25,000 Title III and $25,000 Supp/con

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.)

YCUSD's increase in funds in the LCAP year 2014-2015 as calculated on the number and concentration of low income, foster youth, and English Learner pupils is $5,380,745, with an unduplicated count of 70.12%. The expenditures of those funds are outlined in the activities and allocations in the development of YCUSD's three strategic goals shown on the previous pages and in the budget documentation. Stakeholder input through the public forums framed the YCUSD LCAP plan that largely features centrally distributed services to English Learners, students of low income families, and foster youth through site-specific programs and personnel. YCUSD is expending these funds in 2014-2015 to provide the following services for ALL students:

- $2,744,645 counselors to provide academic, Career and College Ready, and social emotional support
- $500,000 for elementary teacher preparation time through PE Specialists
- $635,000 for CCSS Instructional Coaches to facilitate implementation of CCSS
- $96,000 for professional learning related to effective instructional strategies to use with ELs, Foster Youth, Socio-Economically Disadvantaged and SWDs; CCSS Implementation; new curriculum
- $60,000 for technology to implement CCSS and ensure that students have access to current and relevant technology
- $1,073,100 for academic intervention teachers
- $100,000 for increased enrichment and advanced opportunities
- $62,000 to increase Career and College Ready opportunities
- $100,000 to support advancement of ELs and LTELs
- $10,000 to explore and research Positive Behavior Incentives and Supports, Why Try, continue Nurtured Heart and Love and Logic.

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.

YCUSD will expend all of its additional $5.3 million (total funding is $7,127,601) Supplemental/Concentration funds in 2014-2015 to meet the needs of their English Learners, Foster Youth, low socioeconomic students and students with disabilities. With an unduplicated count of 70.12%, the district is also utilizing the funds to meet the needs of ALL students through increased intervention and supplemental services, but will specifically target English Learners, Foster Youth, low socioeconomic students and student with disabilities.

Based on the Minimum Proportionality Percentage (MPP), Yuba City Unified School District must increase services by 8.52%.

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.