

Application #	
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No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: ***California Department of Education***
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

LEA Plan Information:

Name of Local Educational Agency (LEA): **Yuba City Unified School District**

County/District Code: **51-71464**

Dates of Plan Duration (should be five-year plan): **March 2013-March 2017**

Date of Local Governing Board Approval: **March 12, 2013**

District Superintendent: **Nancy Aaberg**

Address: **750 Palora Avenue**

City: **Yuba City**

Zip code: **95991**

Phone: **(530) 822-5200**

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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Nancy Aaberg

Printed or typed name of Superintendent

Date

Signature of Superintendent

Lonetta Riley

Printed or typed name of Board President

Date

Signature of Board President

Development Process for the LEA Plan

Yuba City Unified School District developed this single, coordinated, and comprehensive LEA Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the LEA Plan is five years. The LEA Plan will be periodically reviewed and updated as needed, but at least once each year.

In developing the LEA Plan, YCUSD reviewed its demographics, test results, performance, and resources. Data was gathered through multiple sources including the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Adequate Yearly Progress (AYP) results, the Academic Performance Index (API) results, and other data sources. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, CAHSEE, AYP and API data.) Additionally, YCUSD gathered and reviewed data from curriculum embedded assessments and State testing results through our data management systems, Aeries and Illuminate.

The LEA Plan serves as a summary of all existing state and federal programs and establishes a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.

Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

YCUSD conducted a comprehensive data analysis of student achievement, including multiple measures of student performance. The district identified all relevant assessments and applied thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for our schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tq/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

YCUSD utilized the following self-assessment tools developed by CDE to evaluate these factors and others needed to support academic student achievement.

- The Academic Program Survey (APS) – school-level survey measuring the status of implementation of the nine essential program components.
- District Assistance Survey (DAS) – district-level survey measuring the status of implementation of nine essential program components.
- English Learner Subgroup Self-Assessment (ELSSA) – district-level analysis of the achievement of English Learners on multiple measures (CELDT, STAR, and CAHSEE).
- Inventory of Services and Supports (ISS) for Students with Disabilities – district-level analysis of policies, procedures, and practices related to services for Students with Disabilities.

In October 1996, the Office of Civil Rights initiated a compliance review for the English Learner program. As a result of the lengthy OCR review, YCUSD developed an annual comprehensive program evaluation process to assess and monitor the English Language Development program. All YCUSD programs are reviewed using this evaluation process.

Seek Input from Staff, Advisory Committees, and Community Members

In 2010 YCUSD wrote a new LEA plan and sought the input of teachers, administrators, councils, committees, and community members (e.g., School Site Council, English Learner Advisory Committees (ELAC and DELAC), Title I Advisory Committee, Gifted and Talented Education (GATE), Special Education). Information was also collected from an outside agency, School Innovations and Advocacy, regarding Special Education services. Consultants from the California Department of Education (CDE) provided input in regard to services to English learners and Highly Qualified Teachers (HQT). The input was used to develop and revise the LEA Plan. This plan is a revision of the 2010 LEA plan.

Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators, YCUSD established local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this LEA Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Revise Improvement Strategies and Expenditures

After the identification or revision of improvement goals, YCUSD will develop implementation strategies. These strategies identify the tasks that need to be completed, the people who will be responsible for the implementation strategies, and the benchmarks to measure the success of the strategies. The school sites will also use this process for site goals and improvement strategies.

Local Governing Board Approval

All subsequent amendments will be approved by the YCUSD governing board and kept on file with the original LEA Plan.

Monitor Implementation

YCUSD will annually monitor the implementation of the LEA Plan. Each year data will be reviewed and analyzed, the targets will be revised based upon current data and the State accountability system, and the action plans will be adjusted accordingly.

YCUSD will verify achievement of performance targets by monitoring areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; and e) initial and ongoing assessment of performance.

The analysis of data (student, school-wide, support services, professional development) is part of YCUSD's ongoing program monitoring and evaluation. When results are not as expected, YCUSD will consider the following: a) How are performance targets and activities based on student performance and assessment of current educational practices? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers	X	Other (describe):Quality Ed Investment Act
X	Other (describe): ASES		Other (describe):
X	Other (describe):School Library Improvement Grant		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	896,761	2,929,199	3,342,983	87%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	449,282	510,503	913,124	95%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	113,041	265,810	371,423	98%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education	0	99,547	95,945	96%
McKinney-Vento Homeless Education				
IDEA, Special Education	0	2,122,930	2,020,695	95%
Other (describe) PI Lea Corrective Action		1,300,000	1,236,800	95%
Title II, Part A Principal Training	4,463	3,000	7,100	95%
TOTAL	1,463,547	7,230,989	7,988,070	92%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	1,112,747	1,234,875	1,993,839	85%
EIA – Limited English Proficient	478,665	512,089	806,000	81%
State Migrant Education				
School and Library Improvement Block Grant	169,911	661,302	571,911	69%
Child Development Programs	148,070	2,095,662	2,134,651	95%
Educational Equity				
Gifted and Talented Education	0	81,155	0	0
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)	3,966	157,921	161,887	100%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
Quality Ed Investment Act	186,626	645,100	805,217	97%
ASES	0	1,538,738	1,429,614	93%
TOTAL	2,099,985	6,926,842	7,903,119	88%

The Plan

Review of Data

In determining specific areas of need to be addressed in the LEA Plan, Yuba City Unified School District (YCUSD) reviewed its demographics, test results, and resources. Information sources included the Language Census, School Accountability Report Card, the Standardized Testing and Reporting performance results, the California English Language Development Test results, California High School Exit Exam results, the Adequate Yearly Progress results, the Academic Performance Index results, CBEDS; drop out rates, and high school course enrollment demographics.

Here is an overview of the demographics for YCUSD's 17 schools as of Fall 1 2012-2013 certification.

School	Grade Level	Enroll	% Free/ reduced Lunch	% English Learner	2012 AYP/API numerically significant subpopulations			
					Asian	Hispanic	White/ Non-Hisp	Econ. Dis.
Albert Powell	10-12	245	65	9	no	no	no	no
Andros Karperos	K-8	1,410	78	32	yes	yes	yes	yes
April Lane	K-5	498	86	36	no	yes	yes	yes
Barry	K-8	524	60	18	yes	yes	yes	yes
Bridge	K-5	502	100	62	no	yes	no	yes
Butte Vista	K-8	955	40	8	yes	yes	yes	yes
Central Gaither	K-8	213	87	41	no	yes	no	yes
Gray Ave	6-8	686	93	22	no	yes	yes	yes
King	K-5	347	93	30	no	yes	yes	yes
Lincoln	K-5	577	70	37	yes	yes	yes	yes
Lincrest	K-5	730	61	17	no	yes	yes	yes
Park	K-5	568	100	63	no	yes	no	yes
River Valley HS	9-12	1,687	55	8	yes	yes	yes	yes
Riverbend	K-8	1,234	58	15	yes	yes	yes	yes
Tierra Buena	K-8	766	55	18	yes	yes	yes	yes
YC Alternative	K-12	98	51	2	no	no	no	no
Yuba City HS	9-12	1,733	57	10	no	yes	yes	yes

Academic Performance

To assist in data organization and analysis, YCUSD utilizes a Student Information System, AERIES, and a software data management system, Illuminate. These tools enable school administrators and staff to view, analyze, and utilize data for program improvement and planning purposes.

2012 District AYP Data

Made AYP:	No			
Number of Criteria Met:	19 of 38			
Met AYP Criteria:	English- Language Arts	Mathematics		
Participation Rate	Yes	Yes		
Percent Proficient	No	No		
Academic Performance Index (API)	Yes			
Graduation Rate including subgroups	No			
	Met 2012 AYP Criteria			
	Participation Rate		Percent Proficient	
	English- Language Arts	Mathematics	English- Language Arts	Mathematics
LEA-wide	Yes	Yes	No	No
African American or Black (not of Hispanic origin)	Yes	Yes	No	No
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	Yes	Yes	No	No
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	Yes	Yes	No	No
Pacific Islander	n/a	n/a	n/a	n/a
White (not of Hispanic origin)	Yes	Yes	No	No
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	Yes	Yes	No	No
Students with Disabilities	Yes	Yes	No	No

2012 District API Data

Number of Students included in the 2012 Growth API		2012 Growth	2011 Base	2011-12 Growth		
9,153		794	792	2		
					Subgroup API	
			2012 Growth	2011 Base	2009-10 Growth	Met Target
Subgroups		Numerically Significant				
African American (not of Hispanic origin)	182	Yes	735	732	3	Yes
American Indian or Alaska Native	60	No				
Asian	1,648	Yes	831	831	0	Yes
Filipino	66	No				
Hispanic or Latino	3,542	Yes	756	754	2	Yes
Pacific Islander	26	No				
White (not of Hispanic origin)	3,147	Yes	818	816	2	YES
Socioeconomically Disadvantaged	6,011	Yes	763	761	2	Yes
English Learners	2,745	Yes	730	731	-1	No
Students with Disabilities	1,228	Yes	606	612	-6	No

Percent of Students Proficient or Above on CST 2012

	Reading Language Arts	Mathematics
District Wide	57.6%	51.5%
Grade 2	62%	58%
Grade 3	50%	67%
Grade 4	71%	72%
Grade 5	64%	58%
Grade 6	61%	55%
Grade 7	67%	61%
Grade 8	66%	Algebra I 76%, Gen. Math 43%
Grade 9	53%	
Grade 10	43%	
Grade 11	40%	

On the 2012 STAR administration, 57.6% of YCUSD students tested at proficient or above in English Language Arts and 51.5% in Math. Both of these percentages failed to meet the State benchmarks set for NCLB.

In 2008-2009 the YCUSD Governing Board identified third grade reading as a primary focus for developing early interventions and ensuring student success. Their adopted goal stated all students should be proficient in reading by the end of third grade as measured by the California Standards Test. From 2011-2012, the percentage of third grade students scoring proficient or advanced remained the same at 50%.

Percent of ELs Making Progress from CELDT 2011 to CELDT 2012

Progressed	No Change	Regressed
45.4%	44.8%	9.6%

YCUSD expects English Learner (EL) students to make rapid progress towards English proficiency by advancing at least one performance level annually as measured by CELDT. In 2012, 45% of EL students gained at least one performance level. Forty-five percent of the EL students showed no change in their English language acquisition. Over nine percent of the EL students showed regression in their English language acquisition.

Percent of Grade 10 Students Passing CAHSEE Census 2012

	District Average	State Average
English Language Arts	85%	83%
Mathematics	87%	84%

In the 2012 Census administration of the California High School Exit Exam (CAHSEE), 85% of the grade 10 students passed the English Language Arts portion of the test and 87% of the students passed the Math portion. In 2012, YCUSD's passage rates exceeded the Statewide rates for both ELA and Math.

Percent of 2009 Seniors Meeting A/G Requirements

	YCUSD	State Average
2008-2009	27.9%	35.3%
2009-2010	26.8%	36.3%
2010-2011	30.2%	36.9%
2011-2012*	34.9%	Not available at time of publication

*unofficial preview available for Districts

In 2012, 34.9% of graduating seniors met the UC/CSU A-G requirements for entrance. This is a 7.0% gain from 2009. Although YCUSD lags behind the State average by 2.0%, there has been a significant increase in the percent of students meeting the A/G requirements over the past four years.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction to content standards: YCUSD will take the following steps to align instruction with content standards:				
a) Create 2 district wide benchmark assessments at the secondary level in grades 9-12 in the content areas of Math, English/Language Arts, Science and Social Studies.	Coordinator of Instructional Programs Site Administrators/May 2013-May 2014	Extra pay for extra duty; substitute costs	\$25,000	Title 1
b) Administer 2 district wide benchmark assessments at the secondary level in grades 9-12 in the content areas of Math, English/Language Arts, Science and Social Studies.	Coordinator of Instructional Programs Site Administrators/ August 2014- June 2015	NONE	N/A	N/A
c) Provide district wide collaboration time after district wide benchmark assessments at all grade levels to allow teachers and administrators to analyze student achievement data and design plan for re-teaching.	Assistant Supt of Ed Services; Site Administrator/ August 2013-June 2014 and continuing thereafter	Illuminate Extra pay for extra duty; Substitute costs	\$100,000	Title I
d) Provide principals with professional learning on classroom observation to provide teachers with support in the areas of teaching content standards, assessing standards and re-teaching to support students in reaching grade level standards	Coordinator of Instructional Programs; Assistant Supt Ed Services/Completed by June 2014	NONE	No funding required	N/A
e) Fully implement Professional Learning Communities at each school site	Assistant Supt of Ed Services; Site Administrators Programs/ August 2014	Professional Learning; Extra pay for extra duty; Substitute costs	\$50,000	Title 1
f) Provide professional learning to ensure full implementation of standards-aligned assessments, analysis of data, integrated curricular implementation strategies and higher order thinking strategies.	Coordinator of Instructional Programs/ December 2014	Professional Learning; Extra pay for extra duty; Substitute costs	\$25,000	Title II

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies. YCUSD will:				
a) Continue to provide English/Language Arts materials from the state approved list (K-8) and Board adopted core instructional materials (9-12). Grades K thru 5 McGraw-Hill Treasures Grades 6-8 Holt Literature and Language Arts Grades 9-12 Holt Literature and Language Arts	Coordinator of Instructional Programs; Assistant Supt of Ed Services/ June 2013	Purchase of textbooks	\$25,000	IMF
b) Continue to provide annual pacing guides including ELD pacing guides and instructional calendars to assist teachers with full implementation of adopted Reading Language Arts curricula.	Coordinator of Instructional Programs / August 2013 and yearly thereafter	Printing of pacing guides and instructional calendars	\$5,000	Title I Title III
c) In grades 9-12 adopt and purchase a common core standards based curriculum for Reading Language Arts.	Coordinator of Instructional Programs/ June 2017	Substitute costs Textbooks	\$250,000	IMF Title I
d) Continue using state approved (K-8) and locally approved standards-based reading/language arts intervention materials for strategic and intensive interventions McGraw-Hill Treasures for E/LA intervention and ELD Intervention through ELD components of CA Treasures Program 2 and HOLT Program 2 materials which meet tiered levels of intervention.	Coordinator of Instructional Programs/ June 2014	Intervention materials	\$10,000	IMF
e) Fully implement district wide Response to Intervention (RtI) which will include first best teaching, common assessments, ongoing monitoring, targeted interventions, and evaluation of effectiveness of interventions.	Coordinator of Instructional Programs; Assistant Supt of Ed Services; Director of Student Support/ December 2014	Intervention Programs	\$10,000	Title I

f) Review adopted instructional materials and common core standards to determine instructional plans and instructional strategies to support implementation of common core standards.	Coordinator of Instructional Programs; Assistant Supt of Ed Services/ March 2014	NONE	No funding required	N/A
g) Provide options to meet the individual needs of all students, including SPED's and EL's through strategic and intensive interventions, use of core and support materials, adaptation of core and local materials and use of specialized settings where appropriate.	Coordinator of Instructional Programs; Assistant Supt of Ed Services; Director of Student Support/ July 2014	Intervention Programs	\$50,000	Title I, Title III, IDEA, General Fund
h) Teachers will utilize research- based instructional strategies for core instruction and include ELD and SDAIE strategies and differentiated instruction techniques to meet the needs of all learners.	Coordinator of Instructional Programs/ December 2014	Professional Learning Substitute costs	\$10,000	Title I, Title III, General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended Learning time: YCUSD will:				
a) YCUSD will advocate for Kindergarten readiness through parental and student involvement in School Readiness, Child Development programs, and Smart Start, all of which focus on readiness skills for success in Kindergarten.	School Readiness Coordinator, Director of Child Development, and Site Administrators Monitored by Coordinator of Instructional Programs/	Translation Services	\$5,000	School Readiness, Child Develop and funds
b) Place 4th-8th grade students who are more than 2 years below grade level in reading into State approved and Governing Board adopted intensive reading intervention programs for a period of no more than 2 years.	Coordinator of Instructional Programs; Site Administrators/September 2013 and annually thereafter	Certificated hourly rate, Gateways materials, and supplies	\$50,000	Title I
c) Low performing students in grades 6-12 will have additional periods of RLA instruction during the school day.	Assistant Supt of Ed Services; Site Administrators/August 2013 and annually thereafter	Teacher salaries	\$250,000	General Fund
d) Continue to provide K-8 students with the opportunity to participate in ASES afterschool programs that provide assistance with ELA and Math standards proficiency.	Coordinator of ASES; Site administrators/August 2013 and annually thereafter	ASES staff, extra pay for extra duty, materials, and supplies	\$1.6 million	ASES
e) All English Language Learners will receive a period of ELA and a period of ELD or a block period of ELA and ELD.	Coordinator of Instructional Programs; Site Administrators/August 2013 and annually thereafter	Teacher salaries	\$ 2 million	General Fund Title III
f) Site administrators will continue to coordinate the development of master schedules for the implementation of intervention and tutorial programs and the district reviews the master schedule to ensure full implementation of intervention services for all students meeting the intervention guidelines.	Assistant Supt of Ed Services; Site Administrators/May 2013 and annually thereafter	NONE	No funds required	N/A

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increase access to Technology by: YCUSD will increase access to Technology by:				
a) Supporting teachers in the implementation of the Technology components of the core reading language arts programs.	Coordinator of Instructional Programs, Site Administrators, teachers, and Ed Tech Specialist/August 2014	Extra pay for extra duty Substitute costs	\$10,000	Title II
b) Increasing staff knowledge of Technology and standards-based software programs to enhance delivery of reading language arts instruction as outlined in the YCUSD Technology Plan.	Coordinator of Instructional Programs, teachers, and Ed Tech Specialist/August 2014	Extra pay for extra duty Substitute costs	\$10,000	Title II
c) Reviewing technology needs and providing hardware and software as needed to support instruction and assessment of common core standards.	Coordinator of Instructional Programs, Director of Information Systems/June 2014	Technology hardware Software	\$250,000	General fund
d) Teachers and administrators will fully utilize Illuminate, the web-based, data-driven diagnostic tool, to manage and analyze statewide, district progress monitoring, and curriculum-based assessments in order to monitor student progress toward achieving grade-level standards and to identify areas of improvement	Coordinator of Assessment and Accountability, Site administrators, teachers, Ed Tech Specialist/June 2014	Illuminate contract Professional Learning	\$100,000	Title I Title II
e) Providing access to software that supports reading language arts development and growth for all students. Interactive computer-based programs for ELL, SES and SWD will be purchased as funding allows.	Coordinator of Instructional Programs; Ed Tech Specialist/June 2014	Software	\$25,000	Title I
f) Developing a plan to update and upgrade technology infrastructure and equipment to meet the requirements for common core assessments.	Director of Informational Services; Assistant Supt of Ed Services/June 2014	NONE	No funding required	N/A

g) Continuing to support parent and student access to student information, including assignments, grades and attendance via an online resource.	Coordinator of Instructional Programs; Director of Information Systems/June 2014	AERIES and Illuminate contracts	\$75,000	Title 1
h) Teachers fully utilizing AERIES Parent Connect, to provide assignment and scores to students and parents.	Assistant Superintendent of Ed Services; Ed Tech Specialist/June 2013	AERIES contract	\$14,000	General fund
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials: YCUSD will provide staff development and professional collaboration that is aligned with standards-based instructional materials through:				
a) Professional Learning Communities will be the method for providing ongoing professional development and will include: <ul style="list-style-type: none"> • All school site administrators and PLC school teams will receive additional training in PLC and facilitating PLC. • Professional learning during PLC collaboration will include how to; Share and model appropriate, effective teaching practices, planning strategies, and standards-based lesson design that best support the curriculum. • Plan for effective standards-based instruction and assessment that support the adopted curriculum and align to state content standards. • Support effective implementation of pacing guides • Make informed instructional decisions that result from analysis of student data. • Promote professional, collegial collaboration. • Examine outcomes of instruction to improve student learning. • Special Education staff will be part of the PLC collaboration teams to help core instruction. 	Coordinator of Instructional Programs/ Training for school teams August 2013. PLC training and use during summer and collaboration meetings throughout the school year. Evaluated yearly May 2014, May 2015, May 2016, May 2017	Substitute Costs Professional learning contract	\$150,000	Title II

b) Selecting professional learning based on improving the quality of first instruction by providing district-wide training on excellent high quality instructional strategies	Coordinator of Instructional Programs/ July 2013	Extra pay for extra duty or daily stipend and substitute costs	\$50,000	Title II
c) Providing professional learning on improving the quality of first instruction by providing district-wide training on excellent high quality instructional strategies	Coordinator of Instructional Programs/ July 2015 and continuing yearly thereafter	Professional Learning Extra pay for extra duty or daily stipend and substitute costs	\$50,000	Title II
d) Selecting a district-wide research based English Learner focused instructional methodology.	Coordinator of Instructional Programs/ October 2014	Extra pay for extra duty	\$10,000	Title III
e) Providing district-wide research based English Learner focused instructional methodology professional learning	Coordinator of Instructional Programs/ July 2015	Professional Learning Extra pay for extra duty Substitute costs	\$25,000	Title II Title III
f) Providing professional learning for teachers of SWD in differentiated instruction, positive behavior intervention supports like the BEST (Building Effective Schools Together) model, use of data for instructional alignment, planning and goal development, English Language enrichment, co-teaching, high teacher and principal expectations, and modifications and interventions, as well as on how to make the most effective use of instructional time in special Education settings, both push-in and multi-grade classes.	Coordinator of Instructional Programs; Director of Student Support/ August 2014	Professional Learning Extra pay for extra duty Substitute costs	\$25,000	Title II
g) Providing all staff with lists of EL students who have scored at the intermediate level for the past three years and provide specific effective strategies to target the students' needs.	Coordinator of Assessment and Accountability/ August Yearly	NONE	No funds required	N/A
h) Providing professional learning for teachers on strategies for primary Tier I instruction and Tier II interventions.	Coordinator of Instructional Programs; Director of Student Support/ August 2013-August 2014	Professional Learning Extra pay for extra duty Substitute costs	\$50,000	Title II
i) Providing professional learning for all teachers and administrators to address the common core standards including instructional strategies and curricular changes.	Coordinator of Instructional Programs; Assistant Supt of Ed Services/ December 2013-June 2015	Professional Learning Extra pay for extra duty; Substitute costs	\$250,000	Title I Title II

j) Participation in BTSA and Passport sessions focused on the content, implementation, and application of Reading Language Arts standards and differentiation of instruction to assist all students to achieve mastery of content standards.	Coordinator of Instructional Programs; Assistant Supt of Ed Services/ 2-3 opportunities per month	Passport sessions and substitute costs	\$50,000	Title II
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) will occur as:				
a) YCUSD sends CST, CELDT, and CAHSEE results in English, Spanish, and Punjabi to parents with information explaining the data interpretation.	Coordinator of Assessment and Accountability/ CST-August yearly CELDT February yearly CAHSEE five times a year	Mailing costs	\$10,000	Title I
b) YCUSD presents student performance data to the Board of Trustees, DELAC/ELAC, the Title 1 Parent Advisory Committee, School Site Councils, and district staff.	Assistant Superintendent of Ed Services/ September 2013, 2014, 2015, 2016	NONE	No funds required	N/A
c) Administrators and teachers will assist parents in the interpretation of state and local assessments.	Coordinator of Assessment and Accountability/ September yearly	NONE	No funds required	N/A
d) Review use of Parent Connect and report back to the site that information. District will determine ways to increase use of the Parent Connect at secondary and electronic communications at the elementary level.	Assistant Supt of Ed Services; Coordinator of Instructional Programs/ May 2013 and yearly thereafter	Parent survey mailing, online survey costs	\$5,000	Title I

e) Parents of students in grade 7-12 will be trained to use and have access to student information, including grades and attendance, via the Parent Connect, an online resource for parents.	Coordinator of Instructional Programs; Ed Tech Specialist/October 2013 and continuing training twice yearly through 2017	AERIES	\$14,000	General fund
f) A parent survey will be done yearly to determine parent needs.	Coordinator of Instructional Programs/ March 2013 and continuing yearly	Mailing costs, online survey costs	\$5,000	Title 1
g) The district and school sites will continue to provide resources to communicate with parents including newsletters and school/district information on the district and individual school websites to include, but not limited to: helping parents develop skills to use at home that support their children's academic efforts, provide parents with strategies and techniques that they may utilize to improve their child's academic success, build consistent and effective communication between the home and school so parents may know when and how to assist their children learning at home. District and school websites will include information on how to access translation services at the district and school site.	Coordinator of Instructional Programs; Site Administrators/ Beginning August 2014 and continuing yearly	NONE	No funding required	N/A
h) The district will notify parents of ELA strategic and intensive interventions and ELD services provided for their student.	Coordinator of Instructional Programs; Site Administrators/ November yearly	Mailing costs	\$5,000	Title 1

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)				
a) YCUSD, in collaboration with Migrant Education, sponsors summer school programs for students identified in need of extended learning time to meet or exceed RLA content standards.	Assistant Superintendent of Educational Services, Coordinator of Assessment, Coordinator of Instructional Programs, Summer School Staff/ June 2013, June 2014, June 2015, June 2016	Migrant Academy staff and materials	\$50,000	Migrant Education funds
b) YCUSD, in conjunction with the Sutter County Children and Families Commission, facilitates the Smart Start program, a summer bridge to Kindergarten for students who have not previously attended pre-school.	School Readiness Coordinator / July 2013, July 2014, July 2015, July 2016, July 2017	Smart Start staff and materials	\$185,000	School Readiness funds
c) YCUSD fosters a smooth transition from Pre-K to our school site Kindergarten programs through site-based transition teams.	School Readiness Coordinator, Director of Child Development, Site Administrators, and teachers/ Meeting throughout the year	Training and substitute costs	\$10,000	School Readiness funds

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness:				
<p>a. Schools sites will submit an annual school wide program evaluation, Single Plan for Student Achievement, which is submitted to Instructional Services. The school, using verifiable data, evaluates and determines if the needs of all students have been met by the strategies described in the SPSA, specifically the academic achievement needs of low achieving students and those at risk of not meeting state academic standards. The evaluation of verifiable data is used to modify and improve the program of services to assist students in meeting state academic standards.</p>	<p>Assistant Supt of Ed Services/ March 2013, March 2014, March 2015, March 2016, March 2017</p>	<p>NONE</p>	<p>No funding required</p>	<p>N/A</p>
<p>b. Administrators will monitor alignment of instruction and state standards through frequent classroom observation. The district administration will monitor the district and school administration observations.</p>	<p>Assistant Superintendent of Ed Services; Site Administrator/ March 2014</p>	<p>NONE</p>	<p>No funds required</p>	<p>N/A</p>
<p>c. Teachers will administer curriculum based assessments and district progress monitoring assessments.</p>	<p>Coordinator of Instructional Programs; Site Administrators/ June 2014 and quarterly thereafter</p>	<p>Illuminate contract</p>	<p>\$53,000</p>	<p>Title 1</p>
<p>d. The District/School Leadership Team (DSLTL) will review improvement district-wide in 5 focus areas; English Language Arts, English Language Development, Students with Disabilities, Mathematics and Professional Learning Communities. The DSLTL will review progress towards LEA plan goals.</p>	<p>Assistant Supt of Ed Services/ Monthly May 2013-May 2014 and bimonthly thereafter</p>	<p>Substitute costs Technical Assistance Provider</p>	<p>\$150,000</p>	<p>Title I</p>

<p>e. District office administration will present benchmark assessment data to the district governing board once per quarter and during appropriate quarters include EL student progress on district ELD assessment and CELDT.</p>	<p>Assistant Superintendent of Ed Services/ September 2013 and quarterly thereafter</p>	<p>NONE</p>	<p>No funds required</p>	<p>N/A</p>
<p>f. District wide ELD monitoring procedures will provide administrators and teachers access to EL student information and data, including CELDT levels and growth.</p>	<p>Coordinator of Instructional Programs; Coordinator of Assessment and Accountability; Assistant Supt of Ed Services/ November 2013 and continuing yearly thereafter</p>	<p>NONE</p>	<p>No funds required</p>	<p>N/A</p>
<p>g. District personnel will evaluate overall program effectiveness through analysis of API and AYP targets, state and district assessment data, dropout rates, CAHSEE results, and survey results.</p>	<p>Assistant Superintendent of Ed Services; Coordinator of Instructional Programs; Coordinator of Assessment and Accountability/ November 2013 and continuing yearly thereafter</p>	<p>NONE</p>	<p>No funds required</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:				
a) Core program assessment data is used to target services within the regular school day to the lowest performing K-12 students.	Coordinator of Instructional Programs; Site Administrators/ August 2013 and every 4-6 weeks throughout the instructional year. Process continues all school years through 2016	NONE	No funds required	N/A
b) YCUSD provides assistance to all schools in the design and evaluation of afterschool interventions in reading language arts.	Coordinator of Instructional Programs/ September 2013 and yearly thereafter	NONE	No funds required	N/A
c) 4th – 8th grade students who are two grade levels below in reading are placed into a State approved and Governing Board adopted intensive reading intervention program for a period of no more than 2 years.	Coordinator of Instructional Programs/ September 2013, September 2014, September 2015, September 2016, September 2017	GATEWAYS	\$25,000	Title I
d) Parents of students at schools designated as PI Year 2 or higher are offered the opportunity for their child/children to receive Supplementary Educational Services tutoring at no cost.	Coordinator of Instructional Programs; Assistant Supt of Ed Services/ October 2013, October 2014, October 2015, October 2016, October 2017	SES Tutoring	\$500,000	Title I

<p>e) The District will fully implement a tiered Response to Intervention model for strategic and intensive intervention reading language arts services for low-performing students, students with disabilities, and English Learners. The model includes:</p> <ul style="list-style-type: none"> • Identification process using state and district assessment data and benchmarks including CELDT, CAHSEE, ELD benchmark and CST data. • Placement and targeted instruction based on specific student need (reading comprehension, fluency, language skills, etc.). • Intensive intervention for students who are performing 2 or more years below grade level proficiency. • Strategic intervention for students one to two years below grade level proficiency. 	<p>Coordinator of Instructional Programs; Director of Student Support; Coordinator of Assessment and Accountability/ May 2014 and review of Rtl every 6 months thereafter</p>	<p>Illuminate AERIES Intervention programs</p>	<p>\$225,000</p>	<p>Title 1 General Fund</p>
<p>Description of Specific Actions to Improve Education Practice in Reading</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>10. Any additional services tied to student academic needs:</p>				
<p>a) In grades one through five one hour each day is devoted to language enrichment. (This is time beyond core Language Arts instruction.)</p>	<p>Coordinator of Instructional Programs/ Daily throughout the instructional year</p>	<p>NONE</p>	<p>No funding required</p>	<p>N/A</p>
<p>b) In grades six through twelve, lowest performing students are placed into an additional period which supports reading language arts.</p>	<p>Coordinator of Instructional Programs; Site Administrators/ Daily throughout the instructional year</p>	<p>Teacher salaries</p>	<p>\$500,000</p>	<p>General Fund</p>
<p>c) CAHSEE tutoring is available for students who did not pass and students at risk of not passing the CAHSEE.</p>	<p>Site Administrators/ June 2013</p>	<p>Staff salaries and benefits Supplementary program materials and supplies</p>	<p>\$50,000</p>	<p>General Fund</p>

d) GATE services, Honors and AP courses are offered to qualifying students and students who request access to Honors and AP classes.	Site Administrators/May 2013	Teacher salaries Supplementary program materials and supplies	\$1.3 million	GATE General Fund
e) School Board members will attend CSBA <i>Masters in Governance</i> training program or similar program.	Superintendent/ June 2015	CSBA Registration	\$15,000	General Fund

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction to content standards: YCUSD will take the following steps to align instruction with content standards:				
a) Create and administer District-wide benchmark assessments for Algebra I	Coordinator of Instructional Programs; Site Administrators/ May 2013-June 2014	Extra pay for extra duty; Substitute costs	\$10,000	Title 1
b) Create 2 district wide benchmark assessments at the secondary level in grades 9-12 in the content areas of Math.	Coordinator of Instructional Programs; Site Administrators/ May 2013-May 2014	Extra pay for extra duty; Substitute costs	\$25,000	Title 1
c) Provide district wide collaboration time after district wide benchmark assessments at all grade levels to allow teachers and administrators to analyze student achievement data and design plan for re-teaching.	Site Administrators; Assistant Superintendent Ed Services/August 2013-June 2014 and continuing thereafter	Illuminate Substitute costs	\$100,000	Title I
d) Provide principals with professional learning on classroom observation to provide teachers with support in the areas of teaching content standards, assessing standards and re-teaching to support students in reaching grade level standards.	Coordinator of Instructional Programs; Assistant Superintendent of Ed Services/ June 2014	NONE	No funding required	N/A
e) Fully implement Professional Learning Communities at each school site.	Assistant Superintendent of Ed Services; Site Administrators/ August 2014	Professional Learning; Extra pay for extra duty; Substitute costs	\$50,000	Title 1
f) Provide professional learning to ensure full implementation of standards-aligned assessments, analysis of data, integrated curricular implementation strategies and higher order thinking strategies.	Coordinator of Instructional Programs/ December 2014	Professional Learning; Extra pay for extra duty; Substitute costs	\$25,000	Title II

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies. YCUSD will:				
a) Continue to provide Mathematics materials from the state approved list (K-8) and board adopted core instructional materials (9-12). Grades K thru 5: Pearson enVision math Grades 6-8: Holt Mathematics Course 1, 2, and Algebra and Prentice-Hall Algebra Readiness Grades 9-12: Holt Mathematics Course 1, 2, and Algebra and Prentice-Hall Algebra Readiness	Assistant Supt of Ed Services; Coordinator of Instructional Programs/ June 2013	Purchase of textbooks	\$25,000	
b) Continue to provide annual pacing guides and instructional calendars to assist teachers with full implementation of adopted Mathematics curricula.	Coordinator of Instructional Programs / August 2013 and yearly thereafter	Printing of pacing guides and instructional calendars	\$5,000	Title I Title II
c) In grades 9-12 adopt and purchase a common core standards based curriculum for Mathematics.	Coordinator of Instructional Programs/ June 2017	Substitute costs Textbooks	\$250,000	IMF Title 1
d) Continue using state approved (K-8) and locally approved standards-based mathematics intervention materials for strategic and intensive interventions. District adopted intensive programs are CA Math Triumphs and Fast Forward Math.	Assistant Supt of Ed Services; Coordinator of Instructional Programs/ June 2014	Intervention Programs	\$10,000	Title 1
e) Fully implement district wide Response to Intervention (Rtl) which will include first best teaching, common assessments, ongoing monitoring, targeted interventions, and evaluation of effectiveness of interventions.	Coordinator of Instructional Programs; Director of Student Support/ December 2014	Intervention Programs Professional learning	\$10,000	Title 1

f) Review adopted instructional materials and common core standards to determine instructional plans and instructional strategies to support implementation of common core standards.	Assistant Supt of Ed Services; Coordinator of Instructional Programs/ March 2014	NONE	No funding required	N/A
g) Provide options to meet the individual needs of all students, including SPED's and EL's through strategic and intensive interventions, use of core and support materials, adaptation of core and local materials and use of specialized settings where appropriate.	Assistant Supt of Ed Services; Coordinator of Instructional Programs; Director of Student Support/ July 2014	Intervention Programs	\$50,000	Title I Title III IDEA General fund
h) Teachers will utilize research- based instructional strategies for core instruction and include ELD and SDAIE strategies and differentiated instruction techniques to meet the needs of all learners.	Coordinator of Instructional Programs/ December 2014	Professional Learning Substitute costs	\$10,000	Title I Title III General fund
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended Learning time: YCUSD will:				
a) YCUSD will advocate for Kindergarten readiness through parental and student involvement in School Readiness, Smart Start, and Child Development programs, all of which focus on readiness skills for success in Kindergarten.	School Readiness Coordinator, Director of Child Development, and Site Administrators Monitored by Coordinator of Instructional Programs/	Translation Services	\$5,000	School Readiness and Child Develop funds
b) Place 4th-8th grade students who are more than 2 years below grade level in reading into State approved and Governing Board adopted intensive mathematics intervention programs for a period of no more than 2 years.	Assistant Supt of Ed Services; Coordinator of Instructional Programs/September 2013 and annually thereafter	Certificated hourly rate, materials, and supplies	\$50,000	General Fund Title I
c) Low performing students in grades 6-12 will have additional periods of mathematics instruction during the school day.	Site Administrators /September 2013 and annually thereafter	Teacher salaries	\$250,000	General Fund

d) Continue to provide K-8 students with the opportunity to participate in ASES afterschool programs that provide assistance with ELA and Math standards proficiency.	ASES Coordinator; Site Administrator/August 2013 and annually thereafter	ASES staff, extra pay for extra duty, materials, and supplies	\$500,000	ASES
e) Site administrators will continue to coordinate the development of master schedules for the implementation of intervention and tutorial programs and the district reviews the master schedule to ensure full implementation of intervention services for all students meeting the intervention guidelines.	Assistant Superintendent; Site Administrators/May 2013 and annually thereafter	NONE	No funding required	N/A
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increase access to Technology by: YCUSD will increase access to Technology by:				
a) Supporting teachers in the implementation of the Technology components of the core math programs.	Coordinator of Instructional Programs, Site Administrators, teachers, and Ed Tech Specialist/August 2014	Extra pay for extra duty; Substitute costs	\$10,000	Title II
b) Increasing staff knowledge of Technology and standards-based software programs to enhance delivery of math instruction outlined in the YCUSD Technology Plan.	Coordinator of Instructional Programs, teachers, and Ed Tech Specialist/August 2014	Professional Learning Extra pay for extra duty	\$10,000	Title II
c) Reviewing technology needs and providing hardware and software as needed to support instruction and assessment of common core standards.	Coordinator of Instructional Programs; Director of Information Systems/ June 2014	Technology hardware/software	\$250,000	General fund
d) Teachers and administrators will fully utilize Illuminate, the web-based, data-driven diagnostic tool, to manage and analyze statewide, district progress monitoring, and curriculum-based assessments in order to monitor student progress toward achieving grade-level standards and to identify areas of improvement	Coordinator of Assessment and Accountability, Site administrators, teachers, Ed Tech Specialist/June 2014	Illuminate contract Professional Learning	\$100,000	Title I Title II

e) Providing access to software that supports mathematics development and growth for all students. Interactive computer-based programs for ELL, SES and SWD will be purchased as funding allows.	Coordinator of Instructional Programs; Ed Tech Specialist/June 2014	Software	\$25,000	Title I
f) Developing a plan to update and upgrade technology infrastructure and equipment to meet the requirements for common core assessments.	Director of Informational Services/June 2014	NONE	No funding required	N/A
g) Continuing to support parent and student access to student information, including assignments, grades and attendance via an online resource.	Coordinator of Instructional Programs; Director of Information Systems/June 2014	AERIES and Illuminate contracts	\$75,000	Title I General fund
h) Teachers fully utilizing AERIES Parent Connect, to provide assignment and scores to students and parents	Assistant Superintendent of Ed Services; Ed Tech Specialist/June 2013	AERIES contract	\$14,000	General Fund
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials: YCUSD will provide staff development and professional collaboration that is aligned with standards-based instructional materials through:				
a) Professional Learning Communities will be the method for providing ongoing professional development and will include: <ul style="list-style-type: none"> All school site administrators and PLC school teams will receive additional training in PLC and facilitating PLC. Professional development during PLC collaboration will include how to; Share and model appropriate, effective teaching practices, planning strategies, and standards-based lesson design that best support the curriculum Plan for effective standards-based instruction and assessment that support the adopted curriculum and align to state content standards Support effective implementation of pacing guides 	Coordinator of Instructional Programs/ Training for school teams August 2013. PLC training and use during summer and collaboration meetings throughout the school year. Evaluated yearly May 2014, May 2015, May 2016, May 2017	Substitute Costs Professional Learning	\$150,000	Title I

<ul style="list-style-type: none"> • Make informed instructional decisions that result from analysis of student data • Promote professional, collegial collaboration • Examine outcomes of instruction to improve student learning • Special Education staff will be part of the PLC collaboration teams to help core instruction. 				
b) Selecting professional learning based on improving the quality of first instruction by providing district-wide training on excellent high quality instructional strategies	Coordinator of Instructional Programs/ July 2013	Extra pay for extra duty or daily stipend and substitute costs	\$50,000	Title II
c) Providing professional learning on improving the quality of first instruction by providing district-wide training on excellent high quality instructional strategies	Coordinator of Instructional Programs/ July 2015 and continuing yearly thereafter	Professional Learning Extra pay for extra duty or daily stipend and substitute costs	\$50,000	Title II
d) Selecting a district-wide research based English Learner focused instructional methodology.	Coordinator of Instructional Programs/ October 2014	Extra pay for extra duty	\$10,000	Title III
e) Providing district-wide research based English Learner focused instructional methodology professional learning	Coordinator of Instructional Programs/ July 2015	Professional Learning Extra pay for extra duty Substitute costs	\$25,000	Title II Title III
f) Providing professional learning for teachers of SWD in differentiated instruction, positive behavior intervention supports like the BEST (Building Effective Schools Together) model, use of data for instructional alignment, planning and goal development, English Language enrichment, co-teaching, high teacher and principal expectations, and modifications and interventions, as well as on how to make the most effective use of instructional time in special Education settings, both push-in and multi-grade classes.	Coordinator of Instructional Programs; Director of Student Support/ August 2014	Professional Learning Extra pay for extra duty	\$25,000	Title II
g) Providing all staff with lists of ELL students who have score at the intermediate level for the past three years and provide specific strategies to target the student's needs.	Coordinator of Assessment and Accountability/ August Yearly	NONE	No funding required	N/A

h) Providing professional learning for teachers on effective strategies for primary Tier I instruction and Tier II interventions.	Coordinator of Instructional Programs; Director of Student Support/ August 2013-August 2014	Professional Learning Extra pay for extra duty Substitute costs	\$50,000	Title II
i) Providing professional learning for all teachers and administrators to address the common core standards including instructional strategies and curricular changes.	Coordinator of Instructional Programs; Assistant Superintendent of Ed Services/ December 2013-June 2015	Professional Learning Extra pay for extra duty Substitute costs	\$250,000	Title I Title II
j) Participation in BTSA and Passport sessions focused on the content, implementation, and application of Mathematics standards and differentiation of instruction to assist all students to achieve mastery of content standards.	Coordinator of Instructional Programs/ 2-3 opportunities per month	Passport sessions and substitute costs	\$50,000	Title II
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) will occur as:				
a) YCUSD sends CST, CELDT, and CAHSEE results in English, Spanish, and Punjabi to parents with information explaining the data interpretation.	Coordinator of Assessment and Accountability/ CST-August yearly CELDT February yearly CAHSEE five times a year	Mailing costs	\$10,000	Title I
b) YCUSD presents student performance data to the Board of Trustees, DELAC/ELAC, the Title 1 Parent Advisory Committee, School Site Councils, and district staff.	Assistant Superintendent of Ed Services/ September 2013, 2014, 2015, 2016	NONE	No funding required	N/A

c) Administrators and teachers will assist parents in the interpretation of state and local assessments.	Coordinator of Assessment and Accountability/ September yearly	NONE	No funding required	N/A
d) Review use of Parent Connect and report back to the site that information. District will determine ways to increase use of the Parent Connect at secondary and electronic communications at the elementary level.	Coordinator of Instructional Programs; Assistant Superintendent of Ed Services/ May 2014 and yearly thereafter	Parent survey mailing, Online survey costs	\$5,000	Title I
e) Parents of students in grade 7-12 will be trained to use and have access to student information, including grades and attendance, via the Parent Connect, an online resource for parents.	Coordinator of Instructional Programs; Ed Tech Specialist/ October 2013 and continuing training twice yearly through 2017	AERIES contract	\$14,000	General fund
f) A parent survey will be done yearly to determine parent needs.	Coordinator of Instructional Programs/ March 2013 and continuing yearly	Mailing costs, online survey costs	\$5,000	Title I
g) The district and school sites will continue to provide resources to communicate with parents including newsletters and school/district information on the district and individual school websites to include, but not limited to: helping parents develop skills to use at home that support their children's academic efforts, provide parents with strategies and techniques that they may utilize to improve their child's academic success, build consistent and effective communication between the home and school so parents may know when and how to assist their children learning at home. District and school websites will include information on how to access translation services at the district and school site.	Coordinator of Instructional Programs; Site Administrators/ Beginning August 2014 and continuing yearly	NONE	No funding required	N/A
h) The district will notify parents of math strategic and intensive interventions.	Coordinator of Instructional Programs/ November yearly	Mailing costs	\$5,000	Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)				
a) YCUSD, in conjunction with the Sutter County Children and Families Commission, facilitates the Smart Start program, a summer bridge to Kindergarten for students who have not previously attended pre-school.	School Readiness Coordinator/ July 2013, July 2014, July 2015, July 2016, July 2017	Smart Start staff and materials	\$15,000	School Readiness funds
b) YCUSD fosters a smooth transition from Pre-K to our school site Kindergarten programs through site-based transition teams.	School Readiness Coordinator, Director of Child Development, Site Administrators, and teachers/	Training and substitute costs	\$10,000	School Readiness funds
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness:				
a) Schools sites will submit an annual school wide program evaluation, Single Plan for Student Achievement, which is submitted to Instructional Services. The school, using verifiable data, evaluates and determines if the needs of all students have been met by the strategies described in the SPSA, specifically the academic achievement needs of low achieving students and those at risk of not meeting state academic standards. The evaluation of verifiable data is used to modify and improve the program of services to assist students in meeting state academic standards.	Assistant Superintendent of Ed Services/ March 2013, March 2014, March 2015, March 2016, March 2017	NONE	No funding required	N/A

b) Administrators will monitor alignment of instruction and state standards through frequent classroom observation. The district administration will monitor the district and school administration observations.	Assistant Superintendent of Ed Services; Site Administrators/ March 2014	No funds required	N/A	N/A
c) Teachers will administer curriculum based assessments and district progress monitoring assessments.	Coordinator of Instructional Programs; Site Administrators/ June 2014 and quarterly thereafter	Illuminate contract	\$53,000	Title I
d) The District/School Leadership Team (DSLTL) will review improvement district-wide in 5 focus areas; English Language Arts, English Language Development, Students with Disabilities, Mathematics and Professional Learning Communities. The DSLTL will review progress towards LEA plan goals.	Assistant Superintendent of Ed Services/ Monthly May 2013-May 2014 and bimonthly thereafter	Substitute costs Consultant	\$150,000	Title I
e) District office administration will present benchmark assessment data to the district governing board once per quarter and during appropriate quarters.	Assistant Superintendent of Ed Services/ September 2013 and quarterly thereafter	NONE	No funds required	N/A
f) District personnel will evaluate overall program effectiveness through analysis of API and AYP targets, state and district assessment data, dropout rates, CAHSEE results, and survey results.	Assistant Superintendent of Ed Services; Coordinator of Instructional Programs; Coordinator of Assessment and Accountability/ November 2013 and continuing yearly thereafter	NONE	No funds required	N/A

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:				
a) Core program assessment data is used to target services within the regular school day to the lowest performing K-12 students.	Coordinator of Instructional Programs; Site Administrator/ August 2013 and every 4-6 weeks throughout the instructional year. Process continues all school years through 2016	NONE	No funds required	NA
b) YCUSD provides assistance to all schools in the design and evaluation of afterschool interventions in math.	Coordinator of Instructional Programs/ September 2013 and yearly thereafter	NONE	No funds required	NA
c) Parents of students at schools designated as PI Year 2 or higher are offered the opportunity for their child/children to receive Supplementary Educational Services tutoring at no cost.	Coordinator of Instructional Programs/ October 2013, October 2014, October 2015, October 2016, October 2017	SES Tutoring	\$500,000	Title I

<p>d) The District will fully implement a tiered Response to Intervention model for mathematics intervention services for low-performing students, students with disabilities, and English Learners. The model includes:</p> <ul style="list-style-type: none"> • Identification process using state and district assessment data and benchmarks including CELDT, CAHSEE, and CST data. • Placement and targeted instruction based on specific student need. 	<p>Coordinator of Instructional Programs; Assistant Superintendent of Ed Services/ May 2014 and review of Rtl every 6 months thereafter</p>	<p>Illuminate and AERIES Intervention programs</p>	<p>\$75,000</p>	<p>General Fund Title I</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>10. Any additional services tied to student academic needs:</p>				
<p>a) CAHSEE tutoring is available for student who did not pass and students at risk of not passing the CAHSEE.</p>	<p>Coordinator of Instructional Programs; Site Administrators/ June 2013</p>	<p>Staff salaries and benefits Supplementary program materials and supplies</p>	<p>\$50,000</p>	<p>General Fund Title 1</p>
<p>b) GATE services, Honors and AP courses are offered to qualifying students and students who request access to Honors and AP classes.</p>	<p>Coordinator of Instructional Programs; Site Administrators/May 2013</p>	<p>Teachers Supplementary program materials and supplies</p>	<p>\$1.3 million</p>	<p>GATE General Fund</p>

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<p>a. YCUSD provides the following instructional programs to students identified as English learners (EL).</p> <ul style="list-style-type: none"> ➤ Structured English Immersion (SEI): K-12 EL students who have been assessed on the California English Language Development Test (CELDT) and found to be at “less than reasonable levels of English fluency” (CELDT levels 1-2) are placed into a Structured English Immersion (SEI) Program. Students who are placed into the SEI program receive 3 to 4 periods per day of intense English Language Development (ELD) instruction focused on rapid development of English speaking, listening, reading, and writing skills. Students also receive instruction in core subjects at their language ability levels through SDAIE strategies. Both ELD and SDAIE content courses are taught by teachers with the appropriate California EL authorizations. ➤ Transitional English Program: K-12 students who have been assessed on the CELDT and found to be at “reasonable levels of English fluency” (CELDT levels 3-5) receive one period daily of ELD instruction targeted to their language proficiency needs and grade-level instruction in the core content subjects with on-going attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the Transitional English program. Teachers who work with EL students in the Transitional program possess appropriate California EL authorizations. <p>b. Title III funds provide supplemental services to benefit English learners such as: additional certificated and classified staff for on-going instructional support, staff development which assists teachers in using research based strategies to accelerate the achievement of English learners in becoming proficient in English and in meeting the state standards in reading and math.</p>

<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>c. All YCUSD students, including all EL students, participate in the statewide assessment program including the California Standards Tests (CST) and the California High School Exit Exam (CAHSEE) which measure students' progress towards proficiency. Statewide targets in reading and math are applied to the significant subgroups of EL students to determine whether EL students have made adequate yearly progress. Results are reported to the YCUSD Governing Board, school site councils, DELAC, ELACS, and to the parents and the community through school accountability report cards. The CELDT is used for the initial assessment of English learners and then administered annually to measure EL students' progress towards English proficiency.</p> <p>d. YCUSD maintains a DELAC (District English Learner Advisory Committee), site ELACs (English Learner Advisory Committee), for sites with 21 or more EL students, and school site councils with EL parent advisory participation. These committees meet throughout each school year. Parents are invited to discuss and evaluate services for EL students. In addition, parent workshops provide opportunities for parents to gain knowledge related to their children's academic success, post-secondary education, student safety, and social and emotional development.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and Academic achievement in the core academic subjects 	<p>In YCUSD, it is our belief that students need to be proficient in English in order to reach high levels of academic achievement. YCUSD has designed and implemented the English Language Development (ELD) Template to provide high quality ELD instruction daily for all EL students. ELD Template strategies provide intense and rigorous sequential discreet skill instruction to rapidly move EL students to English proficiency. EL students at CELDT levels 1 and 2 are placed into a Structured English Immersion (SEI) program, with multiple periods of daily ELD instruction, which accelerates their acquisition of English listening, speaking, reading, and writing skills. EL students have increased access to core content as their English proficiency increases. EL students at CELDT levels 3, 4, and 5 participate in grade level Reading Language Arts and other core content classes (with SDAIE strategies as needed) and receive ELD Template instruction for one hour daily. YCUSD has developed an English Language Development Skills Inventory to monitor the progress of English learner students towards English proficiency. All ELD instruction is provided by teachers with EL certification. At the high school level, YCUSD has implemented an intensive four-period ELD instructional model for EL students at CELDT levels 1 and 2. Based on identified language needs, these grade 9-12 EL students are placed into one period each of: ELD Conversation and Content Vocabulary, ELD Reading, ELD Grammar, and ELD Writing. Students are assessed every six to nine weeks in</p>

	<p>order to monitor their progress and adjust program placement. As students' English proficiency increases to intermediate and early advanced levels, they are placed into the Transitional Program where they have access to core content classes along with one period of daily ELD instruction. YCUSD grade 9-12 EL students understand the urgency of becoming proficient in English and strive to meet the district's reclassification criteria as quickly as possible.</p> <p>EL students in grades K-8 are provided additional opportunities to increase their proficiency in English during ASES afterschool intervention, homework help, and enrichment classes.</p> <p>YCUSD's Reading/Language Arts (RLA) adopted curricula for grades K-8 are state approved. In order to best meet the needs of 4th – 8th EL students who are two or more years below grade in RLA, Gateways is the district's Intensive Reading Intervention program. YCUSD participated in the 2009 RLA adoption process and implement new state approved RLA curricula for grades K-5 and an Intensive Reading Intervention for 4th – 8th grade students who are two or more years below grade level in RLA.</p> <p>Formative and summative RLA assessments and the annual CELDT are used to measure the increase in EL students' English proficiency. YCUSD is anticipating the implementation of the English Language Learner Assessment (ELLA) Core embedded formative and summative assessments, along with CST in reading and math, are used to determine the increase in students' academic achievement. YCUSD administrators, literacy coaches, and teachers use Illuminate (a data management system) reports to analyze and evaluate the progress of all students, including English learner students.</p>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a) Designed to improve the instruction and assessment of LEP children; b) Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c) Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d) Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>YCUSD teachers participate in staff development opportunities specifically designed to increase their knowledge of effective, research-based instructional strategies which will accelerate the English language acquisition and academic achievement of EL students. Staff development opportunities include early release Wednesdays, staff meetings, grade level meetings, Passport sessions, summer institutes, and full day release. Through numerous training opportunities, district teachers who deliver ELD instruction continue to develop sound understanding of discreet skills ELD instruction and of the research-based ELD Template instructional strategies that rapidly move students to English proficiency. YCUSD will continue to provide staff development opportunities that will assist staff in understanding the scope and sequence of YCUSD ELD Template including methods, materials, and assessments.</p> <p>YCUSD administrators continue to participate in professional development that focuses on effective supervision of instruction. This includes an emphasis on the regular presence of site administrators in classrooms where they provide feedback to teachers to reinforce or refine instructional strategies. Additionally,</p>

	<p>YCUSD administrators continue to participate in professional development opportunities to increase their understanding of effective ELD and SDAIE instructional strategies.</p> <p>The 2011-2012 Title III accountability data shows that over sixty six percent (66.2) of YCUSD English Learners made annual progress in learning English. This exceeded the State target by 10.2%.Based on 2011-2012 Title III AMAO #2 accountability data, 52 percent of English Learners who have been in US Schools for five or more years attained English proficiency by the end of 2011-2012. This exceeded the Federal and State target by 6.9%. Of the English Learners who have been in US Schools for less than five years, 26.6% attained English proficiency by the end of 2011-2012. This exceeded the Federal and State target by 5.6%.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>The YCUSD ELD Template incorporates the most effective research-based instructional practices for EL students. Through rigorous skill-based instruction, YCUSD EL students rapidly increase their level of English proficiency. The expectation is that every EL student in YCUSD gains at least one level of proficiency, as measured by the CELDT, each school year. One of the goals of the YCUSD Governing Board is to narrow the achievement gap for YCUSD English learners and improve the academic performance of EL students in the areas of Reading Language Arts and Math. The YCUSD governing board has indicated that YCUSD English learners are expected to achieve the performance targets set by No Child Left Behind for 2013,2014,2015,2016.</p>
<p>5. Provide –</p> <ul style="list-style-type: none"> a) Tutorials and academic or vocational education for LEP students; and b) Intensified instruction. 	<p>Every English learner in YCUSD receives at least one period daily of intensive ELD instruction. EL students at the middle and high school levels who require additional academic support are placed into English and/or math support classes as needed. Fourth through eighth grade EL students who are two or more years below grade level in reading/language arts receive intensive reading intervention through Gateways. Before school, afterschool, and during the summer, EL students attend tutoring and intervention classes funded through state hourly program and site categorical monies. ASES afterschool funding is also used to provide afterschool tutoring and academic support classes for English learners. EL students are placed into tutoring and intervention classes based on ELA and math core content assessment data, CELDT proficiency levels, and CST proficiency levels. EL students at the high school level who have not yet passed the CAHSEE have opportunities to participate in English/Language Arts and /or math CAHSEE prep classes.</p>

<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>YCUSD EL students participate in a wide variety of programs that extend their instructional program including: AVID, AP classes, and afterschool programs. YCUSD works in partnership with Migrant Education to provide additional academic opportunities for EL students who qualify for Migrant Education services. Migrant Education provides funding which supports annual YCUSD summer school programs for Migrant students. Parents with EL preschool children have opportunities to participate in School Readiness activities and Smart Start to develop their child’s literacy skills and ease the transition into kindergarten.</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>A key tenet of YCUSD’s ELD instructional model is that EL students must become proficient in English in order to reach high levels of academic achievement. The YCUSD ELD Template provides intense and rigorous sequential instruction which rapidly moves students to English proficiency by providing: more time to learn English, more intensity of instruction, and focus on discreet English language skills. YCUSD staff use data from multiple assessments to place EL students into the appropriate levels of ELD to accelerate their English acquisition. YCUSD staff use group and individual assessment data from multiple sources to determine core program placement that will best meet EL students’ individual needs in order to accelerate both their English acquisition and academic achievement. EL students gain more access to core content classes as their English proficiency increases. YCUSD teachers meet in grade level and/or content area teams to analyze EL students’ assessment data. Teachers determine the adjustments that need to be made to instructional strategies or EL students’ placement.</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Connecting families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success. YCUSD will continue to provide education and empowering opportunities for parents of EL students to become an integral part of the school and community in order to ensure academic success for their children. These opportunities will provide information on the following: educational programs; community organizations, services and facilities; health services; adult literacy; parenting; ELD; Technology, and family literacy. Opportunities to provide outreach will include DELAC meetings, ELAC meetings, annual meetings for parent of EL students new to YCUSD, and site-based family literacy nights. Spanish and Punjabi translators will be present at all district and site events. Print materials will be available in English, Spanish, and Punjabi. Parents whose primary language is not English may choose to participate in YCUSD provides English classes for parents whose primary language is not English. This program is co-funded through Community Based English Tutoring (CBET) and Even Start. In addition to the opportunity to improve their English</p>

	<p>proficiency through ELD classes, parents receive coaching related to the importance of active participation in their child's education including the importance of: attending parent/teacher conferences, regularly communicating with their child's teacher, attending site and district committee meetings (DELAC, ELAC, PTA, School Site Council), and volunteering in their child's classroom or at their child's school whenever possible. Parents are also provided the opportunity to learn tutoring skills in order to assist their child with daily homework.</p>
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>2007-2008 was the first year of the Enhancing Education through Technology (EETT) grant that was received by Gray Avenue and Andros Karperos Middle School. This grant was focused on bringing Technology to English Learners at the middle school level. Laptops were purchased for each student to use in class and Smartboards, projectors, printers, and other hardware was purchased for each classroom. Teachers have received training on the use of Technology. The district has also made bringing Technology to classrooms a priority. In 2008-2009, laptops were purchased to ensure every teacher had a laptop for their use. Projectors and Smartboards are also being purchased for classrooms. In 2009-2010, YCUSD received EETT Round 8 funding for three additional sites: Bridge Street, King Avenue and Riverbend. The focus of the grant was to increase vocabulary and writing skills for the targeted EL fourth and fifth grade students. Teachers were provided with 60 hours of professional development related to improving vocabulary and writing skills through the use of technology. The following technology hardware was funded and purchased through the EETT grant: Smart Boards, student and teacher laptops, student response systems, and digital cameras.</p>
<p>10 Other activities consistent with Title III.</p> <ul style="list-style-type: none"> ○ Academic Language Development 	<p>During the 2012-2013 school year, grade 6th-8th teachers were provided with 30 hours of professional learning related to increasing English learners' academic language and literacy in all content areas. This professional learning series was developed and presented by two professors working with the Stanford University Center to Support Excellence in Teaching. YCUSD teachers from the following content areas participated in the series: English /Language Arts, History/Social Science, Science, and Mathematics. The professional learning sessions focused on instructional strategies to foster academic interactions, fortify academic output, and use complex texts to build academic language.</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a) The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b) The child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c) The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d) How the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e) How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f) The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g) In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h) Information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. The right that parents have to have their child immediately removed from such program upon their request; and ii. The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. The LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>Upon enrollment parents complete a Home Language Survey (HLS). If a language other than English is reported, students are assessed for initial identification using the California English Language Development Test (CELDT). Within 30 calendar days, parents are notified of their child’s assessment results, English Learner identification, and program placement. Annually, within 30 days of the first day of school, parents of English Learners are notified by letter the placement of their child. This letters explains the how the program will specifically help their child attain English proficiency, the duration of the program, ELD time allotment, the expected rate of transition from one EL program to another, the specific exit requirements, and the parent’s rights. The IEP for EL Students with disabilities mandates the goals and services received. Each year EL students are assessed on the CELDT. All CELDT tests are hand scored immediately by trained staff to access the most accurate and recent results. This is done so that program placement changes can occur earlier in the school year to best meet the needs of the student. Parents receive the State generated results in January of each year.</p>

<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>YCUSD did not make AMAO 3 for 2012-2013. Parents were notified by written communication within 30 days of the district's plan to help English Learners meet the State content standards in Reading Language Arts and math. YCUSD will continue to notify parents as required in the event that AMAOs are not met.</p>

Performance Goal 3: *By 2013-2014, all students will continue to be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>YCUSD plans its district wide professional learning, including minimum days, BTSA-related seminars, staff meetings, teacher release days and Passport sessions in the following manner:</p> <p>a) YCUSD uses board-adopted goals to plan professional learning so all staff members can best assist students toward proficiency in content standards using current standards-aligned curriculum and assessments.</p> <p>b) Professional learning is linked to the <i>California Standards for the Teaching Profession</i> and the California content standards.</p> <p>c) Teachers participating in BTSA receive standard-specific support through the induction process.</p>	<p>School Board members, Administrators, and Teachers/plan yearly May 2013, May 2014, May 2015, May 2016</p> <p>Administrators, Teachers/ May 2013, May 2014, May 2015, May 2016</p> <p>Beginning Teachers, Support Providers/yearly</p>	<p>NONE</p> <p>Passport sessions</p> <p>BTSA seminars</p>	<p>No funding required</p> <p>\$25,000</p> <p>\$1,500 per teacher</p>	<p>N/A</p> <p>Title I Title II</p> <p>BTSA funds; Title II</p>

<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>a) YCUSD refined the following District initiatives related to instructional excellence: full implementation of core programs, quality instructional programs for English Learners and Students with Disabilities, and the use of effective instructional strategies.</p> <p>b) The YCUSD Leadership Team continues to implement essential elements of instruction based on the research of Madeline Hunter as it relates to clinical supervision. These elements have been identified as key strategies to maximize student learning at the fastest rate possible to increase student achievement</p> <p>c) On site professional learning continues to be provided. Teachers have the opportunity to interact with peers regarding instructional strategies that best meet the needs of students, as well as receive feedback from the administrator on a weekly basis throughout the year.</p> <p>d) Teachers participate in curriculum training and Administrators participate in ATP.</p>	<p>School Board members, Administrators, and parents and community members/Review of initiatives September 2013, and yearly thereafter</p> <p>District and site administrators/ June 2014</p> <p>Administrators and teachers/ Plan reviewed May 2013 and yearly thereafter</p> <p>Administrators and teachers/May 2013 and yearly thereafter</p>	<p>NONE</p> <p>NONE</p> <p>Substitute costs</p> <p>Professional Learning</p>	<p>No funding required</p> <p>No funding required</p> <p>\$100,000</p> <p>\$25,000</p>	<p>N/A</p> <p>N/A</p> <p>Title I, Title II and site categoricals</p> <p>Title I, Title II</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>a) On an ongoing basis, YCUSD examines and disaggregates data by subpopulations from multiple measures (CST, CELDT, and CAHSEE, curriculum-embedded assessments) to determine student needs. Staff development focuses on research-based instructional strategies and content matter to address those needs and in closing the achievement gap.</p> <p>b) DO staff assists sites in planning year-long professional learning experiences that are 1) data driven and related to the standards-aligned curriculum 2) fostered through academic conferences focused on student achievement utilizing peer and administrative support, 3) based on staff needs through input and multiple sources of data, and 4) supervised by the site administrator using assessment data in conjunction with the Single School Plan, the YCUSD Technology Plan, the GATE plan, the EL Master Plan, and the Governing Board adopted goals designed to close the achievement gap.</p>	<p>School Board members, Administrators, teachers/May 2013 and on a quarterly basis</p> <p>Administrators, teachers, ongoing/ May 2013 and yearly thereafter</p>	<p>NONE</p> <p>Certificated extra pay and Sub costs</p>	<p>No funding required</p> <p>\$150,000</p>	<p>N/A</p> <p>Title I, Title II, Title III and site categorical funds</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>YCUSD ensures that professional learning is aligned with Governing Board adopted goals so that:</p> <p>a) Professional learning experiences for teachers and administrators focus on improving students' achievement through effective instructional strategies in core programs.</p>	<p>Administrators, Teachers/Aug 2013, and yearly thereafter</p> <p>Administrators,</p>	<p>Extra pay for teachers and substitute costs</p> <p>Substitute</p>	<p>\$50,000</p>	<p>Title I and Title II</p> <p>Title I, Title II, Title III, and</p>

<p>b) Academic conferences, staff meetings, and grade level/content meetings, which include teachers, literacy coaches and site administrators, focus on student achievement based on identified needs which link site and district level professional development.</p>	<p>Teachers/Sept 2013 and yearly thereafter.</p>	<p>costs</p>		
<p>5. The professional learning activities that will be made available to teachers and principals and how the LEA will ensure that professional learning (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>a) Teachers have the opportunity to participate in curriculum trainings in math and ELA.</p> <p>b) Professional learning throughout the year, including staff meetings, minimum days, and Passport Sessions, will continue to focus on full implementation of the core programs.</p> <p>c) Administrators' professional learning throughout the year focuses on clinical supervision, elements of effective instruction, and academic excellence. Summer and fall leadership institutes provide an opportunity for site and district administrators to develop and refine their supervision skills related to instructional strategies based on the most current data sources and research. YCUSD administrators also participate in ATP training to increase knowledge in the content areas of ELA, math, and technology.</p>	<p>Site and district administration and teachers/reviewed May yearly</p> <p>Teachers, Administrators, subject specialists, and Ed Tech Specialist/June 2013 and yearly thereafter</p> <p>Administrators/Aug 2013-April 2014</p>	<p>Cost for professional development</p> <p>Extra pay for extra duty</p> <p>Administrator Professional Learning fees</p>	<p>\$150,000</p> <p>\$150,000</p> <p>\$25,000</p>	<p>Title I and Title II</p> <p>Title II</p> <p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>a) Through minimum days, teacher release days, and Passport sessions, YCUSD ensures that technology-related professional learning links to the core programs, data analysis, and parent communication and assists teachers with the implementation of on-line core program technology components.</p> <p>b) Using the YCUSD Technology Plan, in conjunction with the Single School Plan as the basis for professional learning, experiences are planned to connect technology with core curricular areas, and to equip teachers to that end.</p>	<p>District staff, Ed Tech Specialist and teachers/May 2014 and yearly thereafter</p> <p>District and site staff, Site teachers, IS staff/May 2013 and yearly thereafter</p>	<p>Extra pay for extra duty</p> <p>Summer stipends and extra pay for extra duty</p>	<p>\$25,000</p> <p>\$30,000</p>	<p>Title II</p> <p>Title II</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>a) Through professional learning opportunities (Passports, minimum days, release days, Passports, and summer institutes) YCUSD assists teachers in the implementation of the core program technology components.</p> <p>b) Decreasing the student: computer ratio as per the goals and timelines in the YCUSD Technology Plan</p>	<p>Teachers, Ed Tech Specialist, district and site administrators/ July 2013 and yearly thereafter</p> <p>Site and district administration and IS staff/Reviewed each year in May</p>	<p>Extra pay, summer stipends, and sub costs</p> <p>Computer Hardware</p>	<p>\$50,000</p> <p>\$250,000</p>	<p>Title II</p> <p>Title I</p>

<p>c) Increasing staff knowledge of Technology and standards-based software programs as outlined in the YCUSD Technology Plan.</p>	<p>District and site staff and teachers Aug 2013 and reviewed yearly in August.</p>	<p>Teacher stipends or extra pay for extra duty</p>	<p>\$25,000</p>	<p>Title II</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>YCUSD takes the following steps to prepare the LEA Plan relative to professional learning:</p>				
<p>a) Through input from site administrators, teachers, and parents, the Governing Board adopted goals based on the analysis of assessment results which identified the need to increase student achievement. These goals drive the professional learning plan for our district.</p>	<p>Board members Superintendent, administrators, teachers, and parents – October 2013 and then Annually</p>	<p>NONE</p>	<p>No funding required</p>	<p>N/A</p>
<p>b) On a frequent and ongoing basis, teachers and site administrators review and evaluate current data sources and collaborate to design ongoing staff development which will assist teachers in addressing the learning needs and achievement of students.</p>	<p>Site administrators, teachers, school staffs – Oct 2013, Dec 2013, Feb 2014, April 2014 and continuing these dates through 2016</p>	<p>NONE</p>	<p>No funding required</p>	<p>N/A</p>
<p>c) In cohorts, site administrators meet on a monthly basis with District cabinet members to review staff development needs identified at their sites and plan future professional development opportunities at the site and district level.</p>	<p>Administrators – Monthly March 2013-June 2017</p>	<p>NONE</p>	<p>No funding required</p>	<p>N/A</p>
<p>d) YCUSD assists paraprofessionals with program specific and standards-based support related to their work with students.</p>	<p>Paraprofessionals and site and district staff/September 2013</p>	<p>Classified hourly rate</p>	<p>\$20,000</p>	<p>Title I and EIA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>YCUSD provides the following content specific, on-going professional learning to its teachers, paraprofessionals, and administrators:</p> <p>a) Throughout the year, teachers and administrators participate in trainings specifically designed to address strategies for EL students and provide effective ELD instruction.</p> <p>b) Ongoing district and site professional learning focuses on differentiated instruction during English Language Enrichment time and the use of effective elements of instruction based on the research of Madeline Hunter.</p> <p>c) In academic conferences and grade level/content specific meetings, teachers, literacy coaches, and site administrators review student performance on curriculum embedded assessments to determine areas of need for identified subpopulations and plan staff development related to student learning and closing the achievement gap.</p> <p>d) Paraprofessionals will work with the teaching staff during collaboration time and staff meetings to focus on program implementation and standards-based instruction/intervention.</p>	<p>Administrators and Teachers/Sept 2013 and continuing throughout the year</p> <p>Administrators and Teachers/ Sept 2013 and continuing throughout the year</p> <p>Administrators and Teachers/Oct 2013 /Feb 2014/April 2014</p> <p>Paraprofessional staff - ongoing</p>	<p>Passport sessions</p> <p>Passport sessions</p> <p>Sub costs</p> <p>NONE</p>	<p>\$25,000</p> <p>\$25,000</p> <p>\$25,000</p> <p>No funding required</p>	<p>Title I, II, and III</p> <p>Title II</p> <p>Title II, and Title 1 Teacher Quality</p> <p>N/A</p>

<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>YCUSD supports teachers who are in the process of attaining their EL certification in the following ways:</p> <p>1) Provision of study materials and course work to prepare for the CTEL.</p> <p>2) Reimburse teachers for up to 2 attempts to pass the CTEL test.</p>	<p>Coordinator of Instructional Programs</p>	<p>Reimbursement and materials</p>	<p>\$20,000</p>	<p>Title II Teacher Quality</p>
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Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>Yuba City Unified uses the current structure of minimum days, Passport sessions, teacher release days, and staff meetings as opportunities to integrate professional development with the needs of individual staff members. YCUSD utilizes “Passport sessions” for professional development offerings. Using the YCUSD’s Board adopted goals as a focus, professional development opportunities are planned to assist site administrators and teachers in implementing the District’s goals. Teachers can choose from a variety of standards-based Passport offerings to assist them at their level of need, interest, and readiness. YCUSD has literacy coaches, math teacher leaders, and Academic Program Coordinators in place to assist teachers in meeting the needs of students in the areas of literacy, assessment, intervention, math, and technology. Teachers have participated in SB 472 training in both Reading Language Arts and math since 2003-2004. In the summer of 2008, the District provided SB 472 English Learner Professional Development training. In 2008-2009, YCUSD trained teachers to become SB 472 trainers for Scott Foresman math to continue to provide in-house math training for all K-5 math teachers. In 2010-2011, YCUSD trained a cadre of teachers and literacy coaches to provide on-site professional development in California Treasures (K-5 reading curriculum).</p> <p>Yuba City Unified uses the current structure of minimum days, Passport sessions, teacher release days, and staff meetings as opportunities to integrate professional development with the needs of individual staff members. YCUSD utilizes “Passport sessions” for professional development offerings. Using the YCUSD’s Board adopted goals as a focus, professional development opportunities are planned to assist site administrators and teachers in implementing the District’s goals. Teachers can choose from a variety of standards-based Passport offerings to assist them at their level of need, interest, and readiness.</p>	<p>The Yuba City Unified School District Governing Board has identified targeted and continuous staff development opportunities for all employees as a goal. YCUSD has identified the need to focus on closing the achievement gap for English Learners and Special Needs students to improve their academic performance in the areas of Reading Language Arts and math. Professional development will be targeted to assist teachers in working with student populations. YCUSD has identified the need to increase third grade Reading Language Arts proficiency. District Office staff, site administrators, and literacy coaches will plan staff development opportunities focused on strategies to improve the proficiency of all third grade students in Reading Language Arts. YCUSD has identified the need to provide teachers with assistance in the implementation of our new K-5 RLA program and ongoing implementation of core program technology resources. DO staff and expert teachers will design professional development opportunities for teachers in the area of technology as it relates to Reading Language Arts, math, science, and social science. YCUSD has identified the need to provide teachers with the skills to work collaboratively to analyze assessment data, determine standards where students need mastery assistance, plan lessons to meet student needs, teach lessons to meet the identified need and then analyze mastery of standard to determine if after reteaching the student has mastered the standard. YCUSD will provide additional professional development in Professional Learning Communities, PLCs, and will provide opportunities for administrators and teachers to work in PLCs. YCUSD has identified the need to provide teachers and administrators with the skills to provide best first instruction Rtl Tier I and determine Tier II intervention. Teachers and administrators will be offered training in Rtl and given time to work with teams to implement Rtl.</p>

YCUSD has literacy coaches, math teacher leaders, and Academic Program Coordinators in place to assist teachers in meeting the needs of students in the areas of literacy, assessment, intervention, math, and technology. Teachers have participated in SB 472 training in both Reading Language Arts and math since 2003-2004. In the summer of 2008, the District provided SB 472 English Learner Professional Development training. In 2008-2009, YCUSD trained teachers to become SB 472 trainers for Scott Foresman math to continue to provide in-house math training for all K-5 math teachers. In 2010-2011, YCUSD trained a cadre of teachers and literacy coaches to provide on-site professional development in California Treasures (K-5 reading curriculum).

In 2011-2012, YCUSD K-5th teachers participated in 12 hours of professional learning related to the full implementation of California Treasures. Teachers attended grade level specific professional learning sessions focused on effective instructional strategies and implementation of each Treasures component as designed. The Treasures Teacher Leader Cadre met for four days of professional learning. Half of each day focused on an in-depth study of one of the following components of instruction in Treasures: Sound/Spelling Cards, Vocabulary, Comprehension, and Writing. The remainder of each day was devoted to the development of professional learning modules that the Teacher Leaders then presented to their site staff. In the late spring and summer of 2012, grade 6th-8th English/Language Arts teachers participated in 10 hours of professional learning focused on the full implementation of Holt Literature and Language Arts (2010 edition) for the 2012-2013 school year.

In 2012-2013, some of the focus of YCUSD's professional learning shifted to mathematics and the California Common Core State Standards (CCSS) for English/Language Arts and Mathematics. Kindergarten – 5th grade teachers participated in 12 hours of grade-level specific professional learning. The first day focused on full and effective implementation of the daily instructional components in enVision Math and the CCSS Mathematical Practices. K-5th grade teachers were encouraged to begin incorporating the Mathematical Practices into daily lessons. Day 2 focused on further study of the Math CCSS, effective instructional strategies, and the enVision Math Common Core transition lessons. Grade 6th-12th grade Math teachers

participated in three to four days of professional learning focused on effective instructional practices, in-class strategies for intervention, Math CCCSS and Math Practices, and planning of the transition to the CCCSS for the 2014-2015 school year. For these PL sessions, high school math teachers met with the 6th-8th grade math teachers from their feeder schools facilitating collaboration and cross grade level articulation. Grade 6th-8th English/Language Arts teachers participated in 3 days of professional learning focused on the full implementation of Holt Literature and Language Arts (2010 edition) and the CCCSS for English/Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects. Teachers attended grade level specific professional learning sessions to learn about Holt LLA components, effective instructional strategies, and CCCSS related to organization of the standards, Informational Text, and Writing Applications. Kindergarten – 5th grade teachers participated in 6 hours of professional learning focused on the Fluency components of Treasures and the CCCSS for English/Language Arts. The Treasures Teacher Leader Cadre participated in two additional days focused on the on-going implementation of CA Treasures and the CCCSS for English/Language Arts.

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	a) Students complete a four-year academic plan upon enrollment.	a) All students	a) Counselors and administrators at time of enrollment/Sept annually	The district will assist high schools to increase graduation rate from 83.97% to 90% by 2017.	General Fund
	b) In certain cases, students may enroll for a fifth year to complete graduation requirements and receive a diploma.	b) Students needing 5 th year.	b) Administrators, counselors, parents, and students as needed/June annually		
	c) Parents and students are notified of graduation requirements.	c) All students	c) Administrators, and counselors/Sept annually		
	d) Counselors are assigned to all students, and schedule annual meetings to assess progress.	d) All students	d) Counselors/ongoing		
	e) Notices are sent to parents concerning progress; conferences are scheduled when needed.	e) All students	e) Administrators, counselors, teachers and parents/Progress Report times		

	f) Students who have not passed the CAHSEE are offered multiple opportunities to participate in CAHSEE preparation classes.	f) Students who don't pass the CAHSEE	f) Administrators, counselors, teachers and parents		CAHSEE Intervention
5.2 (Dropouts)	<p>YCUSD will work with schools to design programs that build positive relationships between school and students, such as:</p> <p>a) Interscholastic athletic teams for females and males</p> <p>b) Academic Decathlon teams</p> <p>c) MECHA and Punjabi clubs</p> <p>d) Student government councils and leadership classes</p> <p>e) Establish links between elementary, middle, and high school student leadership groups</p>	<p>a) Student athletes</p> <p>b) Students</p> <p>c) Students</p> <p>d) Students</p> <p>e) 4th-12th grade students</p>	<p>a) Coaches/annual, by season for each sport</p> <p>b) Academic Decathlon coach/Ongoing</p> <p>c) Staff and teachers/ongoing</p> <p>d) Leadership teacher/ongoing</p> <p>e) Student advisors</p>	<p>a)–e) The dropout rate for all student groups will decrease 5% by 2013.</p> <p>a) – e) 9.3 % of Hispanic students dropped out according to (2010-2011) dropout data. This dropout rate will decrease 30% by 2017.</p>	<p>a) – e) General Fund</p>

<p>5.3 (Advanced Placement)</p>	<p>YCUSD will increase student involvement in and courses provided for Advanced Placement through:</p> <p>a) AVID and Cal-Soap</p> <p>b) Increased course selection that satisfy A-G requirements</p> <p>c) Accelerated intervention courses that enable students to get on track for more advanced coursework</p>	<p>a) Students whose parents have not attended higher education</p> <p>b and c) All students</p>	<p>a) AVID coordinator/ongoing</p> <p>b) and c) Content Area Leads/Ongoing</p>	<p>a) The enrollment in AP courses will increase 20% by 2017</p> <p>b) The number of AP courses will increase 20% by 2017.</p> <p>c) The EL and Hispanic enrollment in AP courses will increase 40% by 2017</p>	<p>a)-c) General Fund</p>
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Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children eligible for Free/Reduced Price Lunch programs; <p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 45% or above poverty level are funded All other schools are funded by poverty ranking district wide or by grade span. 	<p>Yuba City Unified School District allocates Title I funds to participating schools in rank order on the basis of the total number of children from low income families. The low income criteria used is the eligibility for free and reduced-priced lunch. The schools are ranked from highest to lowest poverty rate and all schools K-12 with 35% or higher poverty rate qualify to receive Title I. Each Title I qualified site receives per pupil funding that is directly linked and in proportion to the percentage of students on free and reduced-priced lunch. So, schools with higher poverty/low income students receive more funding per pupil and schools with lower poverty/low income students receive less per pupil. Yuba City Unified School District currently has 15 of 17 schools that qualify for and receive Title I funds and also serves one private school.</p>

Additional Mandatory Title I Descriptions (continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a school-wide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement
<p>For school-wide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. 	<p>Title I funds supplement the basic program, so that if these funds were to be eliminated, the core instructional program would remain intact. School-wide programs supplement not supplant existing programs.</p> <p>Examples of allowable programs provided in Yuba City Unified School District are:</p> <ul style="list-style-type: none"> • Increased learning time • Supplemental support of the core academic curriculum • Teacher specialists • Special grouping or tutoring to assist low performing students • Counseling • Pupil services • Mentoring • College and career awareness and preparation • Academic intervention programs • After-school, evening, Saturday, and summer school • Parent outreach and education

<ul style="list-style-type: none"> • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<ul style="list-style-type: none"> • School Readiness • Staff development aligned to standards
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>The District provides STAR data and curriculum embedded assessment data to all schools to assist in the identification of students who are most at risk of failing to meet state standards. Students are then provided intervention through an Rtl model. Additional support is provided through before school and after school intervention English Language Enrichment (one hour of extended learning for all students) and summer school for those students who are not proficient in either math or ELA.</p> <p>All teachers in the District are highly qualified as set forth by NCLB. In addition, administrators, teachers, and paraprofessionals have received ongoing professional learning in the core programs and the California Common Core Standards. The District has a parent involvement policy and each site has included in their Single School Plan of Achievement their parent involvement compact and activities to increase parent involvement at the site.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>District administration, including the Assistant Superintendent of Educational Services and Coordinator of Assessment and Accountability, provide STAR and Curriculum Embedded assessment data to each site to assist in the identification of children who are failing or most at risk of failing to meet the state academic content standards. Curriculum embedded assessment data is provided following each summative and formative assessment throughout the school year.</p> <p>Teacher input as well as review of student data from ELA and math assessments is reviewed at each targeted assistance school through academic conferences and the Student Success Team process for grades all grades and specifically K-2.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Students who are homeless receive all of the same services as described above and also money is set aside to meet their special needs including but not limited to additional educational support and materials and supplies to assist them in accessing the curriculum.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>YCUSD does not receive neglected or delinquent funds.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe Technological assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>YCUSD has assisted the schools in Program Improvement by:</p> <ol style="list-style-type: none"> 1) District office support in the development of the School Plan/Program Improvement Plan and gathering data to used to analyze the strengths, weaknesses and needs of school programs. 2) Providing professional development for the administrators on the elements of effective instruction and supervision. 3) Providing professional development for staff in the content areas of math, reading/language art, and English language development. 4) Onsite support through outside experts. 5) Facilitation of meetings with administration, certificated staff, classified staff and the community to develop and monitor the Program Improvement plan 6) Working with the site administration to ensure that during budget development funds are aligned to the most essential aspects of the Program Improvement plan.

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The parents are notified each year with a letter from the Superintendent and the school principal before the start of school. The district sends the letters to all of the schools who are currently in PI even if they are "frozen" and have the possibility to exit PI. The letter states the reason the school is identified as PI, the ability for parents to choose a different school with paid transportation and that students can receive supplemental services. A letter is later sent explaining the supplemental services and how to participate.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>At the beginning of every school year, the LEA informs parents of all eligible students who attend LEA schools identified as Program Improvement year 1 or beyond of their rights related to school choice and/or supplemental educational services. The same criteria that are used to identify students for Title I services are used to identify students' eligibility for school choice and/or Supplemental Educational Services. Parents of eligible students who attend LEA schools that are identified as Program Improvement year 1 or beyond are notified through an annual letter that describes the transfer process to a non-program improvement site within the LEA and explains transportation options to the selected site.</p> <p>A second letter, explaining supplemental educational services, is sent to parents of eligible students who attend LEA schools identified as Program Improvement year 2 or beyond. This letter informs parents of their student's rights related to supplemental educational services and provides parents with the date of the LEA's annual Supplemental Education Services (SES) Faire. SES providers from the state approved list are invited to set up a display at the faire. The faire provides parents with an opportunity to talk to</p>

	<p>individual providers in order to determine which provider will best meet the needs of their child/children. Prior to the start of SES services, the parent, the SES provider, and a school representative all sign a contract which identifies the achievement goals for each student's SES tutoring in Reading/Language Arts and /or Math. In the event that parental requests for SES services exceed the LEA's Title I set aside, students whose parents have requested SES services will be ranked based on their academic need (from lowest to highest). Those with the greatest academic need will receive services up to the maximum possible based on the LEA's Title I set-aside.</p>
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Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	YCUSD District Office staff and site administrators attend annual recruitment fairs to recruit highly qualified teachers, principals and support staff. Ongoing professional development is provided to certificated and classified staff through annual Buy Back trainings, Pass Port trainings, AB 472, SB 430, and minimum day Wednesday staff development days. Site administrators have participated in ongoing training to improve instructional supervision skills and will continue this work in the 2013-2014 school year.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	The YCUSD Governing Board has adopted a Board goal related to increasing parent to school communication. The use of AERIES Parent Connect has been implemented district wide so that parents can effectively communicate between home and school. Monthly Parent University trainings are offered to parents to increase parental involvement in their child's educational program. Site based trainings to parents to increase their knowledge related to assisting their children in reading, writing, and math.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<ul style="list-style-type: none"> • Directors coordinate resources and collaborate for planning. • SST provides an organized formal process for coordinating resources for students. • District Office staff and outside EL consultants, provide district-wide administrative training, EL teacher observation protocol, effective strategies will be implemented district-wide. • Differentiated Instruction includes all students, GATE, EL and at risk. • EL, ELA facilitators collaborate services, program planning, curriculum and staff development

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide Technological assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational Technology plan in place that includes the following:
 - Strategies for using Technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced Technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to Technology and to help ensure that teachers are prepared to integrate Technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate Technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of Technology in the classroom or library media center.
 - A description of the type and costs of Technology to be acquired with Ed Technology funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Technology program with Technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate Technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of Technology, including distance learning Technology particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use Technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating Technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of Technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced Technology into curricula and instruction and in using those Technologies to create new learning environments.

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- Has in place a policy of Internet safety for minors that includes the operation of a Technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - Enforcing the operation of such Technology protection measure during any use of such computers by minors; and
 - Has in place a policy of Internet safety that includes the operation of a Technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such Technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.

 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

 - A crisis management plan for responding to violent or traumatic incidents on school grounds.

 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) Truancy rates;
- (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Nancy Aaberg, YCUSD Superintendent




March 12, 2013

Signature of Superintendent

Date

Lonetta Riley, YCUSD Board President



March 12, 2013

Signature of Board President

Date

Tina Burkhart Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)



March 8, 2013

Signature of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Date

Print Name of Title III English Learner Coordinator/Director

(if applicable)

Signature of Title III English Learner Coordinator/Director
(if applicable)

Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.*