

Superintendent Nancy Aaberg Responds to Parent Questions on the
Local Control Accountability Plan (LCAP)
Educating Today's Students to Succeed in Tomorrow's World

There are many positive components to the new Local Control Accountability Plan process. Certainly two best parts are the involvement of stakeholders who enriched the process for identifying programs and services to assist students with their success journey through the Yuba City Unified School District (YCUSD). The other best is a focus on student success and how to strengthen our efforts through providing related programs and services. Working together through information sharing and discussion, the District and all stakeholders can make YCUSD as a public school system stronger in support of students and their success in school and beyond graduation.

Several forums were planned through spring 2014 that provided opportunity for parents, students, staff, and community. The California State Board of Education outlined eight specific areas to frame those public forums so that school districts could obtain input from all stakeholders about ways to improve, expand, or provide programs and services to better serve students and their success. Those are:

- Basic Services, such as Teacher qualifications;
- Implementation of Common Core State Standards;
- Course Access, so that all students enroll in a broad course of study; Student Achievement on standardized tests, for college/career readiness;
- Parent Involvement;
- Foster Youth;
- Expelled Youth;
- Pupil Engagement, such as rates for attendance, absence, graduation, dropout; and
- School Climate that includes school safety and rates for suspension/expulsion.

Meeting dates were:

29-Apr	LCAP Input Forum	April Lane	6:30 PM
30-Apr	LCAP Input Forum	Riverbend	6:30 PM
5-May	LCAP DELAC	Board Room	6:00 PM
6-May	LCAP Community Mtg	AK MP Room	7:00 PM
15-May	LCAP Advisory Committee	Board Room	6:00 PM
22-May	LCAP Advisory Committee	Board Room	6:00 PM
10-Jun	LCAP Public Hearing	Board Room	7:00 PM
24-Jun	LCAP Adoption	Board Room	7:00 PM

Funding comes from the state and is determined by each district's calculation of students who are English Learners, economically disadvantaged (qualify for the Federal lunch program), or Foster youth. Each student is counted only once within the three categories to determine the district's level of funding for programs and services to support student success. YCUSD has an "unduplicated count" of 70%, meaning 70% of its students fall into at least one of those three categories.

The Yuba City Unified School District LCAP for 2014-2015 has three main goals, with many benchmarks to measure those goals. These include:

Strategic Goal 1: Students will be provided with safe, modernized facilities, and student centered support systems that promote the physical and cognitive development of ALL students.

Strategic Goal 2: To provide a rigorous and comprehensive program to ensure success for ALL students as they transition to graduation and beyond and are college and career ready, through high quality classroom instruction and support.

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

The LCAP intends to be responsive to needs and implementation success. To that end, it will undergo a comprehensive monitoring process and annual review. Below you find questions posed by parents after reviewing the LCAP. The ideas featured below are, in many cases, partially addressed through the LCAP and/or practices already in place at our schools. They will be considered again for inclusion in 2015-2016 or beyond.

We thank all the parents, students, staff, and community that assisted with this process and the LCAP Advisory Committee for its review of all input from the public forums and assistance with the LCAP development.

Question 1: How best can we provide translation services to non-English speaking parents—a whisper system at each school? Parent volunteers as translators? Full-time parent liaisons at each school to be the "friendly face" to speak in primary languages other than English? Bilingual office staff?

Answer 1: YCUSD values parent input and communication, including parents whose primary language is other than English. There are varied circumstances where translation services are needed, some more formal than others. Examples include IEP/SST/504 meetings, parent-teacher conferences, Parent Club, School Site Council, English Learner Advisory Committee, and all of those require translators with high levels of translation to technical vocabulary. YCUSD has translators and the whisper system available to all schools for Spanish and Punjabi that assist in those situations. In addition, bilingual staff is available on most campuses to assist parents with general information.

Schools with at least 15% of parents that speak a language other than English have documents and communications translated into Spanish, Punjabi, or other primary languages as needed. YCUSD invites parents to keep their Home Language Survey updated and notify their site principal if additional document translation is needed.

YCUSD will conduct an analysis of need during the 2014-2015 school year with input from staff and parents to determine need for expanded translation services.

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Question 2: How best can we expand ways to invite parent input through processes that really make parents feel heard and valued as partners?

Answer 2: YCUSD wants parents to provide input to assist schools better enhance communication and support student success and each of the LCAP Public Forums and Advisory Committee meetings invited specific ideas to accomplish that. The LCAP includes ideas brought forward by parents, such as fall/spring input sessions, parent surveys, and information posted and received through the District website.

YCUSD will ask principals to include a regular agenda item for the LCAP Advisory, District English Learner Advisory Committee, site English Learner Advisory Committee, School Site Council, and Parent Club meetings so that we can continue to monitor the effectiveness of parent communication and outreach. Those ideas will be brought forward to the LCAP Advisory Committee for further study.

Several schools now host informal open meetings to provide the opportunity for parents to meet with the principal and other key staff. YCUSD will ask all principals to host at least two of those meetings in the 2014-2015 school year as additional forums for parent outreach and communication.

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Question 3: Having childcare available at meetings and events increases parent attendance and participation. How can we expand that to support even larger parent participation?

Answer 3: Some site and District meetings currently offer childcare for parents. The stakeholders suggested that ALL sites/District meetings should offer this service. YCUSD will bring this concern forward to principals and have them study this issue during 2014-2015, to determine the level of need.

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Question 4: Can parents attend Saturday School with their student? Could there be special sessions for parents while students are attending Saturday School?

Answer 4: Currently, this is not an opportunity offered to parents. However, further discussion and exploration regarding this suggestion may be discussed.

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Question 5: Can the After School program be expanded through increased staffing provided by local youth? Also, can the After School program have a more formalized process for a “wait list” so that more students can participate?

Answer 5: YCUSD teachers generally analyze and discuss student performance every four to six weeks with the intent to offer the After School program to students with need for further support to achieve grade level proficiency.

YCUSD has an After School Coordinator at each site who meets each month as a group with site principals to discuss program enhancements. Those meetings now will include a regular agenda item for specific discussion of the student participation in comparison to the student in need of that support. The results of those discussions will be shared with the LCAP Advisory Committee to determine how best to enhance the After School Program starting in the 2015-2016 school year.

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Question 6: How can we expand bus service to students on intra-district transfers?

Answer 6: Current District policies related to intra-district transfers state “the District shall not be obligated to provide transportation for students who attend school outside their attendance area”. The Governing Board reviews these policies annually and therefore, may consider for the future.

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Question 7: How can we increase access to water during the breakfast and lunch program? And, how can we increase access to drinking water on campus so that students remain hydrated through the day?

Answer 7: Currently, students are afforded water at every campus through drinking fountains to remain hydrated throughout the day. This information will be shared with the Director of Nutritional Services to explore the ability to provide water during breakfast and lunch.

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The Yuba City Unified Governing Board and staff are committed to the YCUSD mission of, “*Educating Today’s Students to Succeed in Tomorrow’s World.*” We join you to continue in your support for quality education to create a prosperous future for our youth, community, state, and nation.