

Introduction:

LEA: Yuba City Unified **Contact:** Doreen Osumi, Assistant Superintendent, dosumi@ycusd.k12.ca.us, (530) 822-7611 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>In 2012-2013, the Yuba City Unified School District Governing Board engaged in a collaborative process to develop a three year Strategic Plan. Town Hall meetings were held to gather input from parents, staff, and community leaders which resulted in a strategic plan to focus on student success using systems to develop top quality staff, promote effective communication and outreach, and link viable support systems of safety, technology, facilities, transportation, nutrition, and dynamic campus environments. In the Fall of 2013, the District began its efforts to inform the Governing Board, administrators, parents and the community of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). In addition, staff aligned the District goals with the State priorities listed in Education Code sections 52060 and 52066. Presentations were made to the Governing Board on March 12, 2013; June 11, 2013; June 25, 2013; February 25, 2014; and March 25, 2014 to inform the Board of the requirements and outline the LCAP planning strategy. The LCAP planning strategy included a series of systematic steps to ensure compliance with Education Code and more importantly to ensure stakeholder involvement throughout the process. The LCAP planning strategy included:</p> <ul style="list-style-type: none"> • School and district data analysis • Stakeholder input sessions • Development of the draft LCAP by the YCUSD LCAP Advisory Committee • Presentation of the draft LCAP to the Superintendent and Governing Board <p>Stakeholder groups meetings were held with students from both comprehensive high schools and the continuation high school; parents, representing the target subpopulations from each K-5, K-8, 6-8 and high school, District English Learner Advisory Committee, Administrators, Community, California State Employees Association, and Yuba City Teachers Association. All meetings were open meetings. Stakeholder meetings were held on the following dates:</p> <ul style="list-style-type: none"> • April 29, 2013-North Schools Parent Meeting (Tierra Buena, Butte Vista, April Lane, Albert Powell High School, King Avenue, Bridge Street, Park Avenue, Gray Avenue and River Valley High School) • April 30, 2013-South Schools Parent Meeting (Central Gaither, Barry, 	<p>The Stakeholder Engagement Process served as a way to inform, educate, and gather input from key stakeholders: students, parents, community partners, administrators, CSEA, and YCTA to frame the development of the LCAP goals/priority areas. The Stakeholder Engagement resulted in the LCAP which:</p> <ul style="list-style-type: none"> • Accurately identified student needs • Targeted fiscal resources to meet the needs of identified student subpopulations as well as ALL students • Ensured meaningful parent and community involvement Common themes and identified priorities from the Stakeholder groups and LCAP Advisory Committee were: • Relevant technology in classrooms/labs • Increase arts/music education • Increase AP courses/GATE • Increase within the school day intervention • Expand AVID: Elementary/Secondary • ACT/SAT Prep Courses • Increase extra-curricular activities and sports • Increase counselors for Career/College Readiness and Social Emotional support • Increase CTE courses • Improve collaboration and communication

Riverbend, Lincrest, Lincoln, Andros Karperos, Yuba City High School, Yuba City Alternative School).

- May 5, 2014-District English Learner Advisory Committee (DELAC)
- May 6, 2014-Community Forum
- May 7, 2014-California State Employees Association (CSEA)
- May 8, 2014-Yuba City Teachers Association (YCTA)

Prior to each Stakeholder Input Session, both quantitative and qualitative data, were provided to each group. The District ensured that the stakeholders were presented with data specific to the target subpopulations: English Learners, Foster Youth, Low Socioeconomic, and Students with Disabilities. The following data was analyzed and presented to all stakeholder groups:

- Academic Performance Index/Adequate Yearly Progress
- CST ELA/Math Proficiency Rates
- CAHSEE Passing Rates
- Graduation/Dropout Rates
- A-G Requirements
- Advanced Placement Exam Passing Rates
- Attendance
- English Learner Reclassification Rates/Long term English Learners
- Suspension/Expulsion Rates
- California Healthy Kids Survey Data related to feelings of Safety
- Curriculum Embedded Assessment Data

In addition to student data, Stakeholder groups were presented with the State eight priority areas aligned to the District goals and were presented with the following guiding questions:

What new or expanded programs and services to students might YCUSD develop to strengthen its impact on student success, for graduation, and beyond high school?

What do you see as the highest YCUSD priority for programs or services to students through LCAP funding over the next one to three years so that students are best prepared for graduation and college and career readiness?

During these input sessions, stakeholders met in small groups to answer the

questions above to identify educational programs, practices, or areas that might be added or expanded and what they perceived to be the highest priorities based upon the data that was presented initially. All input was documented, typed up and posted on the District Website.

A District LCAP Advisory Committee was formed and consisted of five parents, representing students identified as English Learners, Low Socioeconomic, Foster Youth, Students with Disabilities; two community members; a teacher; three administrators, representing K-5, K-8 and the high school; a school secretary representing other staff members; the CSEA president; and the YCTA president. The District LCAP Advisory Committee met on May 16, 22, and 29, 2014 and reviewed all input from the Stakeholder meetings. Input was grouped by Highest Priorities from the Stakeholder groups and common themes that crossed all Stakeholder groups. The LCAP Advisory Committee then made recommendations regarding possible goal areas. A draft of the LCAP was presented to the Superintendent on May 31, 2014. A final meeting was held with the Parent Advisory Group and District English Language Advisory Committee (DELAC) on June 3, 2014. The LCAP was then posted on the District Website for public review prior to the Public Meeting scheduled for June 10, 2014 with final adoption by the Governing Board planned for June 24, 2014.

Annual Update:

We value the input of stakeholders in creating and updating our mission and vision. The mission and vision was developed with input from the YCUSD Governing Board, staff, parents, and community members.

In 2012-2013, the Yuba City Unified School District Governing Board engaged in a collaborative process to develop a three year Strategic Plan. Town hall meetings were held to gather input from parents, staff, and community leaders which resulted in a strategic plan to focus on student success using systems to develop top quality staff, promote effective communication and outreach, and link viable support systems, technology, facilities, transportation, nutrition, and dynamic campus environments. In the Fall of 2013, the District began its efforts to inform the Governing Board, administration, parents and the community of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). In addition, staff aligned the District goals with the eight State Priorities listed in Education Code sections 52060 and 52066. Presentations were made to the Governing Board through the 2013-2014 school year to

Annual Update:

The Stakeholder Engagement Process served as a way to inform, educate, and gather input from key stakeholders: students, parents, community partners, administrators, CSEA, and YCTA to frame the development of the LCAP goals/priority areas. The Stakeholder Engagement resulted in the LCAP which:

- Accurately identified student needs
- Targeted fiscal resources to meet the needs of identified student subpopulations as well as ALL students
- Ensured meaningful parent and community involvement Common themes and identified priorities from the Stakeholder groups and LCAP Advisory Committee were:
- Relevant technology in classrooms/labs

inform the Board of the requirements and outline the LCAP planning strategies.

In 2014-2015 the LCAP planning strategy included a series of systematic steps to ensure compliance with Education Code and more importantly to ensure stakeholder involvement throughout the process. Stakeholder group meetings were held with students; parents; the District English Learner Advisory Committee; Administrators; Community Members; and the local bargaining groups.

All meetings were open meetings. During the meetings, prior LCAP goals and results were reviewed as well as input regarding refinement of current goals and need for additional goals. Stakeholder meetings were held on the following dates: March 23, 2015 (DELAC); April 27 and May 13, 2015 (Students); May 4, 2015 (Administrators); May 19, 2015 (Parents); May 27, 2015 (Community Members); June 4, 2015 (Union); and June 12, 2015 (LCAP Advisory Committee). In addition, a Parent/Community/Staff Survey was developed and posted on the District website for additional input.

At each LCAP meeting the following indicators were shared with each group.

Data related to :

- Attendance rates
- Graduation rates
- Drop out rates
- Advanced Placement test data related to percent of students taking an AP test and passing with a 3 or better
- Suspension/Expulsion data
- A-G eligible student data
- Percent of English Learners who reclassify annually
- API/AYP data
- Percent of 5th, 7th and 9th grade students who feel safe at school
- CAHSEE pass rates
- Curriculum embedded assessments
- D & F rates

In addition a review of 14-15 LCAP goals was shared as well as outcomes for each goal.

- Increase arts/music education and expanded extra-curricular opportunities
- Increase AP courses and electives
- Increase supports and services for students to feel safe at school
- Expand AVID to Elementary Sites
- ACT/SAT Prep Courses
- Continue to provide supports and trainings parents and staff for implementation of CCSS
- Add more counselors for Career/College Readiness and Social Emotional support
- Increase supports to English Learners through refinement of current programs and supplemental materials/curriculum
- Improve collaboration and communication with parents through social media; updated websites; newsletters; consistent communication

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: To provide safe, modernized facilities, and student-centered support systems that promote the physical and cognitive development of all students through implementation of basic services, CA State Standards, and access to a broad study of courses.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 ___ 5 ___ 6 ___ 7 <u>X</u> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	The District has six teachers who are not fully credentialed; approximately 30 teachers trained in the Next Generation Science Standards; seven of nine sites implementing AVID and no elementary sites; 40 teachers previously GATE certified but renewal has not occurred in the past five years; currently 981 of the high school students enrolled in an AP Course; 316 students take the AP exam and 191 pass with a 3 or better	
Goal Applies to:	Schools:	Andros Karperos, River Valley High, Riverbend Elementary, Albert Powell Continuation, Yuba City Unified Alternative, Yuba City High, April Lane Elementary, Barry Elementary, Bridge Street Elementary, Central Gaither Elementary, Gray Avenue Middle, King Avenue Elementary, Lincoln Elementary, Lincrest Elementary, Park Avenue Elementary, Tierra Buena Elementary, Butte Vista Elementary, All Elementary Schools, All Middle Schools, All High Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade
Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>1A: All students will have teachers who are appropriately assigned and fully credentialed</p> <ul style="list-style-type: none"> • Recruit and retain fully credentialed teachers and increase to 90% highly qualified status and 0% misassignments <p>State Metrics: CALPADs report 3.4</p> <p>1B: All teachers will be trained in and implement the CA State Standards; ELD standards and Next Generation Science Standards applicable to their grade/content.</p> <ul style="list-style-type: none"> • Increase implementation of CA State Standards in ELA and math to 100% in all classes with continued training and coaching support • 100% of teachers trained in English Language Development (ELD) standards • 100% of teachers trained in the New Generation Science Standards (NGSS) in grades K-5 and 6-12, content specific teachers <p>State Metrics: Statewide assessments; EL Reclassification; Other Local Measures including Surveys</p> <p>1C: All students will have access to a broad course of studies that include AVID, GATE, AP courses, and electives</p> <ul style="list-style-type: none"> • 9 of 9 middle/high schools will implement AVID in 15-16 • Explore AVID Elementary for implementation for 16-17 • 26 teachers will complete GATE certification • Increase the number of AP courses by two • Increase additional music opportunities by 100% classroom music at JK-3 and one additional music course in grades 4-12 <p>Metrics: Local data through surveys; PD rosters; course development documents; music staffing FTEs</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1A. Attend Chico State, CSU Sacramento; East Bay Recruitment Fairs to recruit and hire fully credentialed teachers and annually monitor HQT and assignments to ensure 100% compliance</p> <p>1B</p> <p>a. Provide quality, ongoing professional development and collaboration related to CA State Standards and ELD</p> <p>b. Provide time for elementary teachers to prepare for teaching CCSS and ELD standards through PE Specialists</p> <p>c. Technology purchase for implementation of CCSS</p> <p>d. Provide within the day ELA/Math/ELD intervention at all sites through Intervention teachers</p> <p>e. Increase Academic Program Coordinators/Assistant Principals by 7 FTE above the base staffing level to provide support to staff in the implementation of CA State Standards, NGSS, and ELD Standards</p> <p>f. Provide administrator training in effective instructional supervision, ELD/ELA Standards, CCSS</p> <p>g. Maintain Instructional Coaching program to support and improve the implementation of CA State Standards and ELD standards.</p> <p>h. Maintain and increase the use of technology for the implementation of the CA Content Standards through the use of Computer Technology Specialists at each site</p>	<p>ALL schools and grade levels</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>1A NONE</p> <p>1B</p> <p>a-5000-5999 Professional Development \$187,972</p> <p>5000-5999 Travel and Conferences \$1500</p> <p>1000-1999 Certificated Salaries \$97,856 Supp/Con</p> <p>b-1000-1999 Certificated Salaries \$625,788 Supp/Con</p> <p>c-4000-4999 Materials/Supplies \$150,000 Supp/Con</p> <p>d-1000-1999 Certificated Salaries \$1,302,283 Supp/Con</p> <p>e-1000-1999 Certificated Salaries \$781,478 Supp/Con</p> <p>f-5000-5999 Professional Development \$25,000 Title II</p> <p>g-1000-1999 Certificated Salaries \$1,072,776 Supp/Con</p> <p>h-2000-2999 Classified Salaries \$275,278 Supp/Con</p>

<p>1C:</p> <ul style="list-style-type: none"> a. Add one (1) FTE music teacher to increase music opportunities for JK through grade 12 students b. Implement AVID at all secondary sites and ensure that all sites attend AVID Summer Institute c. Add .40 FTE AVID teacher d. Explore AVID Elementary School program e. GATE certify a minimum of 20 additional grade 3-8 teachers district-wide f. Increase AP course offerings by a minimum of one g. Increase the number of students taking AP courses and passing the AP exam with a 3 or better h. Implement the Artist in Residence program at all elementary sites in at least one grade level per site 			<p>1C</p> <ul style="list-style-type: none"> a-1000-1999 \$58,336 Supp/Con b-5000-5999 Dues/Membership \$89,420; 1000-1999 Certificated Salaries \$389,629; 2000-2999 Classified Salaries \$50,000 Supp/Con c-1000-1999 Certificated Salary \$22,483 Supp/Con d-NONE e-5000-5999 Professional Development \$87,300 Title II f-NONE g-NONE h-5000-5999 Subagreement for services \$30,000 Supp/Con
---	--	--	---

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>1A: All students will have teachers who are appropriately assigned and fully credentialed</p> <ul style="list-style-type: none"> • Recruit and retain fully credentialed teachers and increase to 95% highly qualified status and 0% misassignments <p>State Metrics: CALPADs report 3.4</p> <p>1B: All teachers will be trained in and implement the CA State Standards; ELD standards and Next Generation Science Standards applicable to their grade/content.</p> <ul style="list-style-type: none"> • Increase implementation of CA State Standards in ELA and math to 100% in all classes with continued training and coaching support • 100% of teachers trained in English Language Development (ELD) standards • 100% of teachers trained in the New Generation Science Standards (NGSS) in grades K-5 and 6-12, content specific teachers <p>State Metrics: Statewide assessments; EL Reclassification; Other Local Measures including Surveys</p>
---	--

1C: All students will have access to a broad course of studies that include AVID, GATE, AP courses, and electives

- 9 of 9 middle/high schools will implement AVID in 15-16
- Explore AVID Elementary for implementation for 16-17
- 26 teachers will complete GATE certification
- Increase the number of AP courses by two
- Increase additional music opportunities by 100% classroom music at JK-3 and one additional music

Metrics: Local data through surveys; PD rosters; course development documents; music staffing FTEs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1A: Attend Chico State, CSU Sacramento, East Bay Recruitment Fairs to recruit and retain fully credentialed teachers and monitor HQT and assignments to ensure 100% compliance.</p> <p>1B:</p> <p>a. Continue to provide quality, ongoing professional development and collaboration related to CCSS and ELD</p> <p>b. Continue to provide time for elementary teachers to prepare for teaching CCSS and ELD standards through PE Specialists</p> <p>c. Technology purchase for implementation of CCSS</p> <p>d. Continue to provide within the day ELA/Math/ELD intervention at all sites through Intervention teachers</p> <p>e. Maintain Academic Program Coordinators/Assistant Principals by 7 FTE above the base staffing level to provide support to staff in the implementation of CA State Standards, NGSS, and ELD Standards</p> <p>f. Continue to provide administrator training in</p>	<p>All schools and grade levels</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <hr/>	<p>1A NONE</p> <p>1B</p> <p>a-5000-5999 Professional Development \$187,972; 5000-5999 Travel and Conferences \$1500</p> <p>1000-1999 Certificated Salaries \$97,856 Supp/Con</p> <p>b-1000-1999 Certificated Salaries \$625,788 Supp/Con</p> <p>c-4000-4999 Materials/Supplies \$150,000 Supp/Con</p> <p>d-1000-1999 Certificated Salaries \$1,302,283 Supp/Con</p> <p>e-1000-1999 Certificated Salaries \$781,478 Supp/Con</p> <p>f-5000-5999 Professional Development \$25,000</p>

<p>effective instructional supervision, ELD/ELA Standards, CCSS</p> <p>g. Maintain Instructional Coaching program to support and improve the implementation of CA State Standards and ELD standards.</p> <p>h. Maintain and increase the use of technology for the implementation of the CA Content Standards through the use of Computer Technology Specialists at each site</p> <p>1C:</p> <p>a. Add one (1) FTE music teacher to increase music opportunities for JK through grade 12 students</p> <p>b. Continue to implement AVID at all secondary sites and ensure that all sites attend AVID Summer Institute</p> <p>c. Maintain .40 FTE AVID teacher</p> <p>d. Implement AVID Elementary Pilot Program at two sites</p> <p>e. GATE certify a minimum of 20 additional grade 3-8 teachers district-wide</p> <p>f. Increase AP course offerings by a minimum of one</p> <p>g. Increase the number of students taking AP courses and passing the AP exam with a 3 or better</p> <p>h. Continue the Artist in Residence program at all elementary sites in at least one grade level per site</p>		<p>Title II</p> <p>g-1000-1999 Certificated Salaries \$1,072,776 Supp/Con;</p> <p>h-20002-2999 Classified Salaries \$275,278 Supp/Con</p> <p>1C</p> <p>a-1000-1999 Certificated Salary \$58,336 Supp/Con</p> <p>b-5000-5999 Dues/Membership \$89,420; 1000-1999 Certificated Salaries \$389,629; 2000-2999 Classified Salaries \$50,000 Supp/Con</p> <p>c-1000-1999 Certificated Salary \$22,483 Supp/Con</p> <p>d-5000-5999 Professional Development \$25,000 Supp/con</p> <p>e-5000-5999 Professional Development \$87,300 Title II</p> <p>f-NONE</p> <p>g-NONE</p> <p>h-5000-5999 Subagreement for services \$30,000 Supp/Con</p>
--	--	--

LCAP Year 3: 2017-18

Expected Annual : 1A: All students will have teachers who are appropriately assigned and fully credentialed

Measurable Outcomes:	<ul style="list-style-type: none"> Recruit and retain fully credentialed teachers and increase to 100% highly qualified status and 0% misassignments <p>State Metrics: CALPADs report 3.4</p> <p>1B: All teachers will be trained in and implement the CA State Standards; ELD standards and Next Generation Science Standards applicable to their grade/content.</p> <ul style="list-style-type: none"> Increase implementation of CA State Standards in ELA and math to 100% in all classes with continued training and coaching support 100% of teachers trained in English Language Development (ELD) standards 100% of teachers trained in the New Generation Science Standards (NGSS) in grades K-5 and 6-12, content specific teachers <p>State Metrics: Statewide assessments; EL Reclassification; Other Local Measures including Surveys</p> <p>1C: All students will have access to a broad course of studies that include AVID, GATE, AP courses, and electives</p> <ul style="list-style-type: none"> 9 of 9 middle/high schools will implement AVID in 15-16 Explore AVID Elementary for implementation for 16-17 26 teachers will complete GATE certification Increase the number of AP courses by two Increase additional music opportunities by 100% classroom music at JK-3 and one additional music <p>Metrics: Local data through surveys; PD rosters; course development documents; music staffing FTEs</p>
----------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1A: Attend Chico State, CSU Sacramento, East Bay Recruitment Fairs to recruit and retain fully credentialed teachers and monitor HQT and assignments to ensure 100% compliance.</p> <p>1B:</p> <p>a. Continue to provide quality, ongoing professional development and collaboration related to CCSS and ELD</p> <p>b. Continue to provide time for elementary teachers to prepare for teaching CCSS and ELD standards through PE Specialists</p> <p>c. Technology purchase for implementation of CA State Standards</p> <p>d. Continue to provide within the day ELA/Math/ELD intervention at all sites through Intervention</p>	All schools and grade levels	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ _____	<p>1A NONE</p> <p>1B</p> <p>a-5000-5999 Professional Development \$187,972 5000-5999 Travel and Conferences \$1500; 1000-1999 Certificated Salaries \$97,856 Supp/Con</p> <p>b-1000-1999 Certificated Salaries \$625,788 Supp/Con</p> <p>c-4000-4999 Materials/Supplies \$150,000 Supp/Con</p> <p>d-1000-1999 Certificated Salaries \$1,302,283</p>

<p>teachers</p> <p>e. Maintain Academic Program Coordinators/Principals by 7 FTE above the base staffing level to provide support to staff in the implementation of CA State Standards, NGSS, and ELD Standards</p> <p>f. Continue to provide administrator training in effective instructional supervision, ELD/ELA Standards, CCSS</p> <p>g. Maintain Instructional Coaching program to support and improve the implementation of CA State Standards and ELD standards.</p> <p>h. Maintain and increase the use of technology for the implementation of the CA Content Standards through the use of Computer Technology Specialists at each site</p> <p>1C:</p> <p>a. Add one (1) FTE music teacher to increase music opportunities for JK through grade 12 students</p> <p>b. Continue to implement AVID at all secondary sites and ensure that all sites attend AVID Summer Institute</p> <p>c. Maintain.40 FTE AVID teacher</p> <p>d. Implement AVID Elementary at four sites</p> <p>e. GATE certify a minimum of 20 additional grade 3-8 teachers district-wide</p> <p>f. Increase AP course offerings by a minimum of one</p> <p>g. Increase the number of students taking AP</p>		<p>Supp/Con</p> <p>e-1000-1999 Certificated Salaries \$781,478 Supp/Con</p> <p>f-5000-5999 Professional Development \$25,000 Title II</p> <p>g-1000-1999 Certificated Salaries \$1,072,776 Supp/Con</p> <p>h-20002-2999 Classified Salaries \$275,278 Supp/Con</p> <p>1C</p> <p>a-1000-1999 Certificated Salary \$58,336 Supp/Con</p> <p>b-5000-5999 Dues/Membership \$89,420; 1000-1999 Certificated Salaries \$389,629; 2000-2999 Classified Salaries \$50,000 Supp/Con</p> <p>c-1000-1999 Certificated Salary \$22,483 Supp/Con</p> <p>d-5000-5999 Professional Development \$50,000 Supp/con</p> <p>e-5000-5999 Professional Development \$87,300 Title II</p> <p>f-NONE</p>
--	--	--

<p>courses and passing the AP exam with a 3 or better</p> <p>h. Continue the Artist in Residence program at all elementary sites in at least one grade level per site</p>			<p>g-NONE</p> <p>h-5000-5999 Subagreement for services \$30,000 Supp/Con</p>
---	--	--	--

GOAL:	Goal 2: Provide a rigorous and comprehensive program to ensure the academic achievement of ALL students as they transition to graduation and beyond.		Related State and/or Local Priorities: 1__2__3__4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Only 12.5% of English Learners redesignate annually; 16% of English Learners are identified as LTELs; 28.4% of ELs in the US less than 5 years meet AMAO 2 and 55.4% in US schools 5 or more years meet AMAO2; 45.4% of English Learners are proficient in ELA and 37.4% in math; 35.4% of YCUSD students graduate meeting the A-G requirements; 44% of students who take the AP exam pass the exam with a 3 or better; 92.98% of 12 th grade CTE concentrators entered postsecondary education; military service or employment; 38.5% of students met or exceeded standard levels for EAP 2015 and 20.9% met or exceeded standards levels in math.			
Goal Applies to:	Schools:	Andros Karperos, River Valley High, Riverbend Elementary, Albert Powell Continuation, Yuba City Unified Alternative, Yuba City High, April Lane Elementary, Barry Elementary, Bridge Street Elementary, Central Gaither Elementary, Gray Avenue Middle, King Avenue Elementary, Lincoln Elementary, Lincrest Elementary, Park Avenue Elementary, Tierra Buena Elementary, Butte Vista Elementary, All Elementary Schools, All Middle Schools, All High Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade		
Applicable Pupil Subgroups:		All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<p>2A Increase the percentage of English Learners who redesignate annually by 2% Increase the percentage of English Learners who meet or exceed Title III AMAO II targets by 2% State Metrics: EL Reclassification Rate</p> <p>2B Decrease the percentage of LTELs by 4% annually Increase the percentage of LTELs who meet or exceed Title III AMAO 1 target by 2% Increase the percentage of LTELs who meet or exceed Title III AMAO II target by 2% State Metrics: Progress for English Fluency; EL Reclassification Rate</p> <p>2C Increase the percentage of students who meet the A-G requirements by 3% Increase the percentage of CTE concentrators who enter postsecondary education, military service or employment by 2% Increase the percentage of students who pass the AP exam with a 3 or better by 3% State Metrics: A-G percentages; Perkins Section III Assessment of Programs; AP Passage percentages with a 3 or better; Percent of students passing the EAP</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A a. Provide appropriate supplemental materials to assist English Learners in their acquisition of English skills		All Schools and grade levels	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2A a-4000-4999 Materials/Supp \$75,000 Title III; 5000-5999 Services \$36,817 Supp/Con

<p>b. Provide professional development to teachers in the implementation of new curriculum and new ELD standards</p> <p>2B</p> <p>a. Purchase supplemental materials for use with Long Term English Learners</p> <p>b. Provide professional development to all staff related to effective instructional practices for Long Term English Learners</p> <p>c. Maintain use of Illuminate to facilitate data analysis of student progress related to ELA and math performance</p>		<p>__Redesignated fluent English proficient __Other Subgroups:(Specify)____</p> <hr/> <p>b-1000-1999 Certificated Salaries \$97,856; 5000-5999 \$60,000 Supp/Con</p> <p>2B a-4000-4999 Materials/Supp \$25,000 Supp/Con</p> <p>b-5000-5999 Professional Development \$15,000 Title III</p> <p>c-5000-5999 Services \$75,000 Supp/Con</p>
<p>2C</p> <p>a. Maintain Coordinator of Career Technical Education/Secondary Education to support and improve the implementation and integration of CA State Standards, ELD standards, CTE standards/pathways, and AVID.</p> <p>b. Begin implementation of Career and College Ready curriculum in middle school/high school including work essential skills</p> <p>c. Provide SAT/ACT prep</p> <p>d. Implement Fall Into Leadership Conference for Middle School students</p> <p>e. College campus tours for high school students</p> <p>f. Maintain support to students and teachers of students with disabilities</p>		<p>2C a-1000-1999 Certificated Salary \$62,909 Supp/Con</p> <p>b-5000-5999 Services \$25,000 Title I</p> <p>c-5000-5999 Services \$10,000 Supp/Con</p> <p>d/e 5000-5999 Services \$40,000 Supp/Con</p>
LCAP Year 2: 2016-17		
<p>Expected Annual Measurable Outcomes:</p>	<p>2A Increase the percentage of English Learners who redesignate annually by 3% Increase the percentage of English Learners who meet or exceed Title III AMAO II targets by 2% State Metrics: EL Reclassification Rate</p> <p>2B Decrease the percentage of LTELs by 5% annually</p>	

Increase the percentage of LTELs who meet or exceed Title III AMAO 1 target by 2%
 Increase the percentage of LTELs who meet or exceed Title III AMAO II target by 2%
 State Metrics: Progress for English Fluency; EL Reclassification Rate

2C Increase the percentage of students who meet the A-G requirements by 3%
 Increase the percentage of CTE concentrators who enter postsecondary education, military service or employment by 2%
 Increase the percentage of students who pass the AP exam with a 3 or better by 3%
 State Metrics: A-G percentages; Perkins Section III Assessment of Programs; AP Passage percentages with a 3 or better; Percent of students passing the EAP

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A a. Purchase appropriate supplemental materials to assist English Learners in their acquisition of English skills b. Provide professional development to teachers in the implementation of new curriculum and new ELD standards	ALL grade levels	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	2A a-4000-4999 Materials/Supp \$75,000 Title III; 5000-5999 Services \$36,817 Supp/Con B1000-1999 Certificated Salaries \$97,856; 5000-5999 \$60,000 Supp/Con
2B a. Purchase supplemental materials for use with Long Term English Learners b. Provide professional development to all staff related to effective instructional practices for Long Term English Learners c. Maintain use of Illuminate to facilitate data analysis of student progress related to ELA and math performance			2B a-4000-4999 Materials/Supp \$25,000 Supp/Con b-5000-5999 Professional Development \$15,000 Title III c-5000-5999 Services \$75,000 Supp/Con
2C a. Maintain Coordinator of Career Technical Education/Secondary Education to support and improve the implementation and integration of CA State Standards, ELD standards, CTE standards/pathways, and AVID. b. Begin implementation of Career and College			2C a-1000-1999 Certificated Salary \$62,909 Supp/Con b-5000-5999 Services \$25,000 Title I c-5000-5999 Services \$10,000 Supp/Con d/e 5000-5999 Services \$40,000 Supp/Con

Ready curriculum in middle school/high school including work essential skills	
c. Provide SAT/ACT prep	
d. Implement Fall Into Leadership Conference for Middle School students	
e. College campus tours for high school students	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>2A Increase the percentage of English Learners who redesignate annually by 3% Increase the percentage of English Learners who meet or exceed Title III AMAO II targets by 2% State Metrics: EL Reclassification Rate</p> <p>2B Decrease the percentage of LTELs by 5% annually Increase the percentage of LTELs who meet or exceed Title III AMAO 1 target by 2% Increase the percentage of LTELs who meet or exceed Title III AMAO II target by 2% State Metrics: Progress for English Fluency; EL Reclassification Rate</p> <p>2C Increase the percentage of students who meet the A-G requirements by 3% Increase the percentage of CTE concentrators who enter postsecondary education, military service or employment by 2% Increase the percentage of students who pass the AP exam with a 3 or better by 3% State Metrics: A-G percentages; Perkins Section III Assessment of Programs; AP Passage percentages with a 3 or better; Percent of students passing the EAP</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A a. Purchase appropriate supplemental materials to assist English Learners in their acquisition of English skills b. Provide professional development to teachers in the implementation of new curriculum and new ELD standards	ALL schools and grade levels	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ _____	2A a-4000-4999 Materials/Supp \$75,000 Title III; 5000-5999 Services \$36,817 Supp/Con b-1000-1999 Certificated Salaries \$97,856; 5000-5999 \$60,000 Supp/Con 2B a-4000-4999 Materials/Supp \$25,000 Supp/Con b-5000-5999 Professional Development \$15,000
2B a. Purchase supplemental materials for use with			

<p>Long Term English Learners</p> <p>b. Provide professional development to all staff related to effective instructional practices for Long Term English Learners</p> <p>c. Maintain use of Illuminate to facilitate data analysis of student progress related to ELA and math performance</p> <p>2C</p> <p>a. Maintain Coordinator of Career Technical Education/Secondary Education to support and improve the implementation and integration of CA State Standards, ELD standards, CTE standards/pathways, and AVID.</p> <p>b. Begin implementation of Career and College Ready curriculum in middle school/high school including work essential skills</p> <p>c. Provide SAT/ACT prep</p> <p>d. Implement Fall Into Leadership Conference for Middle School students</p> <p>e. College campus tours for high school students</p>		<p>Title III</p> <p>c-5000-5999 Services \$75,000 Supp/Con</p> <p>2C</p> <p>a-1000-1999 Certificated Salary \$62,909 Supp/Con</p> <p>b-5000-5999 Services \$25,000 Title I</p> <p>c-5000-5999 Services \$10,000 Supp/Con</p> <p>d/e 5000-5999 Services \$40,000 Supp/Con</p>
--	--	--

GOAL:	Goal 3: Increase Parent and Student Engagement/Involvement to increase student achievement and feelings of school connectedness.	Related State and/or Local Priorities: 1__2__3_X_4__5_X_6_X_7__8__ COE only: 9__10__ Local : Specify _____
--------------	--	---

Identified Need :	YCUSD has a 9.5% drop out rate and a 81% 4 year cohort graduation rate; 7.8% of students were suspended and .05% expelled, of those suspended over 80% are identified as socio-economically disadvantaged; 95.1% attendance rate; Less than 61% of 7 th , 9 th and 11 th graders feel safe at school; Parent participation in trainings and district meetings has been limited with only 20-30 parents per training/meeting
--------------------------	--

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>3A: Decrease suspension/expulsion rate for all students by 2%, with an emphasis on socio-economically disadvantaged students State Metrics: Suspension/Expulsion Rates</p> <p>3B: Increase graduation rates to state expected rates State Metrics: Graduation Rates</p> <p>3C: Increase percent of students who feel safe at school by 5% State Metrics: California Healthy Kids Survey</p> <p>3D: Increase parent participation in trainings and stakeholder meetings by 10 parents per meeting State Metrics: Other Local Measures including Surveys and sign-in sheets</p> <p>3E: Decrease absences, truancy, and tardies by 3% State Metrics: Attendance rates</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A a. Implement Positive Behavior Intervention and Supports (PBIS) and Why Try and continue with Nurtured Heart program b. Maintain Comprehensive Counseling program grades K-8 to increase students feelings of connectedness and safety 3B a. Maintain high school counselor ratio of 1:300 compared to 1:600 base level at each comprehensive high school to ensure	All Schools and all grade levels	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	3A a-5000-5999 Services \$100,000 Supp/Con b- 1000-1999 Certificated Salaries \$1,113,000 Supp/Con 3B a-1000-1999 Certificated Salaries \$879,927 Supp/Con b-1000-1999 Certificated Salaries \$14,967; 2000-

identification and close monitoring of students at risk of not graduating

- b. Continue to provide summer school for credit deficient students
- c. Provide on-line credit recovery program for within the school year credit recovery
- d. Maintain .50 FTE of supplemental Program Specialist time to provide support to Special Education staff to increase academic success and graduation rates of SWD

3C

- a. Maintain Campus Resource Officers and Probation Officers to increase students feelings of safety
- b. Provide Interquest Canine services to increase feelings of safety

3D:

- a. Increase parent participation by providing a fall and spring input session
- b. Solicit parent input, through a parent survey regarding ways to increase parent participation and training/meeting topics
- c. Ensure district and site websites are up date through the maintenance of a District Webmaster
- d. Use of Edulink Autodialer to provide timely and up to date information to families

3E

- a. Continue use of A2A attendance program to increase attendance and decrease truancy/tardy rates
- b. Maintain school transportation for students who live outside a one mile radius from their home school

2999 \$5,641; Supp/Con

c-4000-4999 Materials/Supplies \$28,552 Supp/Con

d-1000-1999 Certificated Salary \$59,323 Supp/Con

3C

a-5000-5999 Subagreements for Services \$282,860 Supp/Con

b-5000-5999 Subageement for Services \$21,229 Supp/Con

3D

a-NONE

b-4000-4999 Materials/Supplies \$10,000 Title I

c-2000-2999 Classified Salary \$17,703 Supp/Con

d-5000-5999 Services \$13,271 Supp/Con

3E

a-5000-5999 Services \$94,222 Supp/Con

b-5000-5999 Services \$1,666,553 Supp/Con

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>3A: Decrease suspension/expulsion rate for all students by 2%, with an emphasis on socio-economically disadvantaged students State Metrics: Suspension/Expulsion Rates</p>
	<p>3B: Increase graduation rates to state expected rates of all students State Metrics: Graduation Rates</p>
	<p>3C: Increase percent of students who feel safe at school by 5% State Metrics: California Healthy Kids Survey</p>
	<p>3D: Increase parent participation in trainings and stakeholder meetings by 10 parents per meeting State Metrics: Other Local Measures including Surveys and sign-in sheets</p>
	<p>3E: Decrease absences, truancy, and tardies by 3% State Metrics: Attendance rates</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3A</p> <p>a. Implement Positive Behavior Intervention and Supports (PBIS) and Why Try and continue with Nurtured Heart program</p> <p>b. Maintain Comprehensive Counseling program grades K-12 to increase students feelings of connectedness and safety</p>	<p>ALL high schools, grades 9-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <hr/>	<p>3A</p> <p>a-5000-5999 Services \$100,000 Supp/Con</p> <p>b- 1000-1999 Certificated Salaries \$1,113,000 Supp/Con</p>
<p>3B</p> <p>a. Maintain high school counselor ratio of 1:300 compared to 1:600 base level at each comprehensive high school to ensure identification and close monitoring of students at risk of not graduating</p> <p>b. Continue to provide summer school for credit deficient students</p> <p>c. Provide on-line credit recovery program for within the school year credit recovery</p> <p>d. Maintain .50 FTE of supplemental Program Specialist time to provide support to Special Education staff to increase academic success</p>		<p>3B</p> <p>a-1000-1999 Certificated Salaries \$879,927 Supp/Con</p> <p>b-1000-1999 Certificated Salaries \$14,967; 2000-2999 \$5,641; Supp/Con</p> <p>c-4000-4999 Materials/Supplies \$28,552 Supp/Con</p> <p>d-1000-1999 Certificated Salaries \$59,323 Supp/Con</p> <p>3C</p> <p>a-5000-5999 Subagreements for Services \$282,860 Supp/Con</p>	

<p>and graduation rates of SWD</p> <p>3C</p> <ul style="list-style-type: none"> a. Maintain Campus Resource Officers and Probation Officers to increase students feelings of safety b. Provide Interquest Canine services to increase feelings of safety <p>3D:</p> <ul style="list-style-type: none"> a. Increase parent participation by providing a fall and spring input session b. Solicit parent input, through a parent survey regarding ways to increase parent participation and training/meeting topics c. Ensure district and site websites are up date through the maintenance of a District Webmaster d. Use of Edulink Autodialer to provide timely and up to date information to families <p>3E</p> <ul style="list-style-type: none"> a. Continue use of A2A attendance program to increase attendance and decrease truancy/tardy rates b. Maintain school transportation for students who live outside a one mile radius from their home school 		<p>b-5000-5999 Subageement for Services \$21,229 Supp/Con</p> <p>3D a-NONE</p> <p>b-4000-4999 Materials/Supplies \$10,000 Title I</p> <p>c-2000-2999 Classified Salary \$17,703 Supp/Con</p> <p>d-5000-5999 Services \$13,271 Supp/Con</p> <p>3E a-5000-5999 Services \$94,222 Supp/Con</p> <p>b-5000-5999 Services \$1,666,553 Supp/Con</p>
--	--	--

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>3A: Decrease suspension/expulsion rate for all students by 2%, with an emphasis on socio-economically disadvantaged students State Metrics: Suspension/Expulsion Rates</p> <p>3B: Increase graduation rates to state expected rates State Metrics: Graduation Rates</p> <p>3C: Increase percent of students who feel safe at school by 5% State Metrics: California Healthy Kids Survey</p> <p>3D: Increase parent participation in trainings and stakeholder meetings by 10 parents per meeting</p>
---	---

State Metrics: Other Local Measures including Surveys and sign-in sheets

3E: Decrease absences, truancy, and tardies by 3%

State Metrics: Attendance rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3A</p> <p>a. Implement Positive Behavior Intervention and Supports (PBIS) and Why Try and continue with Nurtured Heart program</p> <p>b. Maintain Comprehensive Counseling program grades K-12 to increase students feelings of connectedness and safety</p> <p>3B</p> <p>a. Maintain high school counselor ratio of 1:300 compared to 1:600 base level at each comprehensive high school to ensure identification and close monitoring of students at risk of not graduating</p> <p>b. Continue to provide summer school for credit deficient students</p> <p>c. Provide on-line credit recovery program for within the school year credit recovery</p> <p>d. Maintain .50 FTE of supplemental Program Specialist time to provide support to Special Education staff to increase academic success and graduation rates of SWD</p> <p>3C</p> <p>a. Maintain Campus Resource Officers and Probation Officers to increase students feelings of safety</p> <p>b. Provide Interquest Canine services to increase feelings of safety</p> <p>3D:</p>	<p>ALL high schools, grades 9-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p> <p>_____</p>	<p>3A</p> <p>a-5000-5999 Services \$100,000 Supp/Con</p> <p>b- 1000-1999 Certificated Salaries \$1,113,000 Supp/Con</p> <p>3B</p> <p>a-1000-1999 Certificated Salaries \$879,927 Supp/Con</p> <p>b-1000-1999 Certificated Salaries \$14,967; 2000-2999 \$5,641; Supp/Con</p> <p>c-4000-4999 Materials/Supplies \$28,552 Supp/Con</p> <p>1000-1999 Certificated Salary \$59,323 Supp/Con</p> <p>3C</p> <p>a-5000-5999 Subagreements for Services \$282,860 Supp/Con</p> <p>b-5000-5999 Subageement for Services \$21,229 Supp/Con</p> <p>3D</p> <p>a-NONE</p> <p>b-4000-4999 Materials/Supplies \$10,000 Title I</p> <p>c-2000-2999 Classified Salary \$17,703 Supp/Con</p>

<ul style="list-style-type: none"> a. Increase parent participation by providing a fall and spring input session b. Solicit parent input, through a parent survey regarding ways to increase parent participation and training/meeting topics c. Ensure district and site websites are up date through the maintenance of a District Webmaster d. Use of Edulink Autodialer to provide timely and up to date information to families <p>3E</p> <ul style="list-style-type: none"> a. Continue use of A2A attendance program to increase attendance and decrease truancy/tardy rates b. Maintain school transportation for students who live outside a one mile radius from their home school 		<p>d-5000-5999 Services \$13,271 Supp/Con</p> <p>3E</p> <p>a-5000-5999 Services \$94,222 Supp/Con</p> <p>b-5000-5999 Services \$1,666,553 Supp/Con</p>
--	--	--

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	1.1 Ensure all students have access to clean, safe, and well maintained facilities, including appropriate relevant technology.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	a. Improve and increase the use of technology for instruction and assessment in ALL classrooms. b. Improve facilities per the Master Facility Plan to ensure students are provided safe, well maintained facilities.	Actual Annual Measurable Outcomes:	Wireless technology was installed throughout District sites which allowed for the use of mobile labs at each site. This enhanced the implementation of the middle and high school math programs and ensured a successful SBAC administration. The Master Facility plan was reviewed by the Facility Committee but no action has been taken on the Master Facility Priority 1 projects.
--------------------------------------	---	------------------------------------	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Purchase of technology for instruction, student engagement, and assessment. b. Review Master Facility Plan as it relates to site needs.	a-4000-4999 Non-Capitalized Equipment \$180,000 Common Core b-NONE	Wireless technology was installed throughout District sites which allowed for the use of mobile labs at each site. This enhanced the implementation of the middle and high school math programs and ensured a successful SBAC administration. The Master Facility plan was reviewed by the Facility Committee but no action has been take on the Master Facility Priority 1 projects.	a-4000-4999 Noncapitalized Equipment \$464,077 Supp/Con 5000-5999 \$63,921 Supp/Con b-NONE
Scope of service:	All for this Goal	Scope of service:	ALL SCHOOLS and GRADE LEVELS
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Computer Technology Specialists will be added to improve and increase the use of technology at each school site. Expenditures in this area will increase by approximately \$429,202.

Original GOAL from prior year LCAP:	1.2 Decrease the rates of suspensions and expulsions for all students but specifically for, low socio-economic and Hispanic students, to mirror the general student population	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low Income, Hispanic or Latino
------------------	--------------	--

Expected Annual Measurable Outcomes:	Decrease suspension/expulsion rate of targeted student populations by 2%. Baseline data: SES percent of students being suspended was 78% and expelled was 79% compared to 10% of the entire YCUSD student population. Increase social emotional counseling support for at-risk students	Actual Annual Measurable Outcomes:	The District demonstrated an overall decrease in suspensions and expulsions with all subgroups with the exception of low income students who showed an increase in both suspensions and expulsions and Hispanic males who showed a slight increase in suspensions but a decrease in expulsions. Elementary and high school counselors increased the number of in-class, small group, and individual social emotional supports to all students at all grade levels district wide. Stakeholder input and comments reported the need for continued counseling services at all grade levels with a goal to increase services at the elementary and middle school levels.
--------------------------------------	--	------------------------------------	---

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Explore Positive Behavior Intervention and Supports (PBIS); Nurtured Heart and Why Try program.	5000-5999 Services \$10,000 Supp/Con	a-The District continued to implement Nurtured Heart throughout all District sites. PBIS was researched and determined to be a program to be implemented District wide for the 15-16 school year.	a-NONE
b. Hire additional Elementary/ Secondary Counselors	1000-1999 Certificated Salaries	b-The District added high school counselors which decreased the staffing ratio from 1:600 to 1:300 and elementary counselors at all K-5/K-8 sites	b-1000-1999 Certificated Salaries \$969,577
c. Research and develop alternatives to suspension/expulsion	\$506,145 Source:Supp/	c-The District continues to research alternatives to	c-NONE

		Con Cost: NONE	suspension and expulsions as well as providing supports through social-emotional support from the counselors	
Scope of service:	All for this Goal		Scope of service: Andros Karperos, River Valley High, Riverbend Elementary, Albert Powell Continuation, Yuba City Unified Alternative, Yuba City High, April Lane Elementary, Barry Elementary, Bridge Street Elementary, Central Gaither Elementary, Gray Avenue Middle, King Avenue Elementary, Lincoln Elementary, Lincrest Elementary, Park Avenue Elementary, Tierra Buena Elementary, Butte Vista Elementary	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify Hispanic or Latino	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continued funding will be provided to keep elementary and high school counselors at each site. In addition, the Positive Behavior Intervention and Supports will be implemented, estimated cost \$100,000. This goal is being deleted and incorporated in Goal 3 for the 15-16 school year.		

Original GOAL from prior year LCAP:	1.3 Increase the graduation rates for at-risk students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	Students with Disability, Low Income, Redesignated fluent English proficient (R-FEP), English Learner (EL), Foster Youth		
Expected Annual Measurable Outcomes:	Increase graduation rate by .5% for target populations. Subpopulations graduation rates was approximately 79% in comparison to the entire district at 84.5%.	Actual Annual Measurable Outcomes:	The District saw an increase in the graduation rate of 1.6% from the previous year.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
a. Identify and monitor students at risk of not graduating. b. Increase the number of counselors at each high school to ensure identification and close monitoring of students at risk of not graduating.		1000-1999 Certificated Salaries \$292,000 Supp/Con	District counselors increased monitoring and meetings with students at risk of not graduating. As a result, the District increased the graduation rate by 1.6%. 1000-1999 Certificated Salaries \$145,000 Supp/Con	
Scope of service:	All for this Goal		Scope of service:	River Valley High, Albert Powell Continuation, Yuba City Unified Alternative, Yuba City High, All High Schools, 9th grade, 10th grade, 11th grade, 12th grade
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils__ English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Increase supports for students through: Odysseyware (\$151,052); Teacher Support of Odysseyware (\$28,552.00); AVID (\$110,875); Summer School (\$118,894). This goal is being deleted and incorporated in Goal 3 for the 15-16 school year.

Original GOAL from prior year LCAP:	1.4 Increase the percentage of students who feel safe at school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	Increase percent of students who feel safe at school by 5%. Baseline data on the CHKS revealed that less than 61% of 7 th , 9 th , and 11 th graders felt safe at school	Actual Annual Measurable Outcomes:	The California Healthy Kids Survey was just taken by the District 5th, 7th and 9th graders. Information related to this is unavailable as of June 2015.
--------------------------------------	---	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Provide support services through counseling b. Research anti-bullying, tobacco/alcohol/drug prevention programs c. Research and develop a professional learning module for all staff, classified and certificated, to strengthen the campus-wide focus on student safety	a-1000-1999 Certificated Salaries \$2,238,500 Supp/con b- NONE b- NONE	The District provided counselors at all sites to provide social emotional support through in-class lessons, small group counseling groups and 1:1 counseling.	a-1000-1999 Certificated Salaries \$969,577 Supp/Con b-NONE c-NONE
Scope of service: <input checked="" type="checkbox"/> ALL	All for this Goal	Scope of service: <input checked="" type="checkbox"/> ALL	All for this Goal
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Increased supports will be provided to increase parent and student perception of feeling safe at school. Services/actions that will be added: Interquest Canines (\$21,229); Resource Officers/Truancy Officers (\$238,806); Truancy/Parent Liaison for Bridge/King/Park (\$151,838); School Site Yard Duty/Campus Supervisors (\$148,440). This goal is being deleted and incorporated in Goal 3 for the 15-16 school year.
--	--

Original GOAL from prior year LCAP:	2.1 Increase the academic achievement of ALL students in ELA, math and literacy through the implementation of CCSS and ELD Standards	Related State and/or Local Priorities: 1__ 2 X 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	100% of teachers will be trained in CCSS, ELD standards and New Generation Science Standards (NGSS) applicable to their grade/content	Actual Annual Measurable Outcomes:	100% of District teachers were trained in CCSS but only a small percentage of teachers in the new ELD and Next Generation Science standards.
--------------------------------------	---	------------------------------------	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Provide professional development related to CCSS math b. Maintain CCSS Coaches and conduct program evaluation for effectiveness c. Explore models for collaboration outside the instructional day d. Continue Elementary Preps through PE Specialist e. Mobile labs for CCSS math	a-1000-1999 Certificated Salaries \$60,000 Supp/Con; 5000-5999 Services \$20,000 Common Core; 1000-1999 \$20,000 Title II; 5000-5999 Services \$20,000 Supp/Con b-1000-1999 Certificated Salaries \$875,000 Supp/Con c-NONE	a-The District provided ongoing training in the CCSS throughout the year to all District teachers. In addition, teachers received on site support in the areas of ELA, math, Social Science and Science in the implementation of CCSS. b-CCSS Coaches were maintained to provide support to staff in the implementation of the CA State Standards c-The District explored alternative ways to allow for teacher collaboration but were unable to identify a model to implement. d-PE Specialists continued to provide teacher prep time e-Technology was purchased for all sites to support the implementation of CCSS.	a-5000-5999 Services Professional Development \$256,438 Supp/Con 1000-1999 Certificated Salaries \$9,431 Common Core; 5000-5999 \$2,807 Title II \$11,820 Title 1 b-1000-1999 Certificated Salaries \$751, 844 Supp/Con c-NONE

		d-\$635,000 Supp/Con; \$130,000 Title I; \$60,000 Title II; \$50,000 Title III		d-1000-1999 PE Specialists \$485,475 Supp/Con
		e-4000-4999 Non-capitalized Equipment \$500,000 Supp/Con		e-4000-4999 Non- capitalized equipment \$464,077 Supp/Con
Scope of service:	All for this Goal		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Addition of 4 FTE of CCSS Coaches (\$382,879) to assist in the implementation of the CCSS and ELD standards. On-site support through Sacramento County Office of Education to support the implementation of CCSS at all sites (\$93,750) Professional Development support for teachers in order to support implementation of California's new ELD standards (\$25,000). This goal will be deleted and incorporated in Goal 2 for the 15-16 school year.		

Original GOAL from prior year LCAP:	2.2 Increase the percent of ELs who redesignate annually	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learner (EL)
------------------	--------------	--

Expected Annual Measurable Outcomes:	Increase the percent of ELs who redesignate annually by 1%. Currently only 12.5% of English Learners redesignate annually. Increase % of EL who meet or exceed Title III AMAO II targets.	Actual Annual Measurable Outcomes:	The District showed a 1.6% decrease in the percent of English Learners who redesignated from the prior year. However the percent of English Learners who met Title III AMAO II targets increased by 2% percent for the "Less than 5 years cohort" and by 1.2% for the "5 years or more cohort".
--------------------------------------	--	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Supplemental curriculum to assist in the acquisition of English skills b. Professional Development for teachers in the implementation of new curriculum and effective Instructional strategies	a-4000-4999 \$75,000 \$50,000 Title III and \$25,000 Supp/Con b-1000-1999 Certificated Salaries \$6,000 Title III	Supplemental curriculum was not purchased this year due to the upcoming ELA/ELD adoption cycle. The District will train all teachers in the new ELD standards and review/adopt research-based California approved curriculum for English Learners in the spring of 2016	a-NONE b-1000-1999 Professional Development Common Core \$43,500 Supp/Con
Scope of service: All for this Goal		Scope of service: ALL	
OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Provide supplemental materials for English Learners to facilitate an increased rate of English Language acquisition, estimated cost \$25,000.
This goal will be deleted and incorporated in Goal 2 for the 15-16 school year.

Original GOAL from prior year LCAP:	2.3 Decrease the number of Long Term English Learners (LTELS) by implementing a curriculum specifically focused on the identified needs of LTELS and providing professional development for teachers of LTELS to ensure effective instruction and rigor for LTELS	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learner (EL)
------------------	--------------	--

Expected Annual Measurable Outcomes:	<p>Decrease number of LTELS by 2%. The District has approximately 16% of English Learners identified as LTELS.</p> <p>Increase % of LTEL who meet or exceed Title III AMAO I targets.</p> <p>Increase % of LTEL who meet or exceed Title III AMAO II targets.</p>	Actual Annual Measurable Outcomes:	The District demonstrated a slight increase in the percent of LTELS meeting AMAO II: 50.9% to 51.7%. The percent of LTEL's meeting AMAO 1 also increased slightly from 60.2% to 63.8%.
--------------------------------------	---	------------------------------------	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>a. Supplemental curriculum to assist in addressing the needs of LTELS</p> <p>b. Professional Development for teachers in the implementation of new curriculum and effective instructional strategies for LTELS</p>	<p>a-4000-4999 Materials/Supp \$75,000 Supp/con</p> <p>b-1000-1999 Certificated Salaries \$6,000 Title III</p>	<p>The District was provided technical assistance from Total School Solutions who reviewed our current programs for English Learners and our data related to LTELS. An observation tool was developed and Professional Learning Communities were implemented for Site Administrators. Site administrators conducted "instructional walk-throughs", using the observation tool, followed by discussion at PLC meetings regarding areas for refinement.</p>	<p>a-NONE</p> <p>b-1000-1999 Professional Development \$60,000; 5000-5999 Professional Services \$196,438 Supp/Con \$25,000 Title II</p>
Scope of service:	All for this Goal	Scope of service:	All for this Goal
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____



Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____



What changes in actions, services,
and expenditures will be made as a
result of reviewing past progress
and/or changes to goals?

Supplemental Curriculum \$25,000
This goal will be deleted and incorporated in Goal 2 for the 15-16 school year.

Original GOAL from prior year LCAP:	2.4 Increase English Learner students' proficiency in Math and ELA.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learner (EL)
------------------	--------------	--

Expected Annual Measurable Outcomes:	Increase English Learner proficiency in math by 2% and ELA 1% through effective instruction and individualized intervention within the school day. 46% of ELs are proficient in ELA and 51% in math	Actual Annual Measurable Outcomes:	No current API/AYP data is available to determine if ELs demonstrated growth by targeted percentages.
--------------------------------------	---	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Intervention support for ELs after school and/or within the day	1000-1999 \$50,000 Certificated Salaries \$25,000 Title III and \$25,000 Supp/Con	Intervention teachers were hired to provide support to ALL students, including English Learners for math and ELA. In addition, targeted intervention was provided to ELs after school for both math and ELA.	1000-1999 Certificated Salaries \$1,069,627 Supp/Con
Scope of service:	All for this Goal	Scope of service:	All Elementary Schools, All Middle Schools, All High Schools, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Academic Program Coordinators LCFF \$499,468 Addition of four CCSS Coaches LCFF \$290,404 This goal will be deleted and incorporated in Goal 2 for the 15-16 school year.
--	---

Original GOAL from prior year LCAP:	2.5 Increase the ELA/Math performance of ALL students who are not at grade level proficiency.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	---

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	Increase proficiency in ELA and math by 2% through effective instruction and individualized intervention within the school day. In 14-15, 61.5% of students were proficient in ELA and 61.6% in math	Actual Annual Measurable Outcomes:	No AYP/API data is currently available to determine if targeted outcomes were met.
--------------------------------------	--	------------------------------------	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire academic intervention teachers to provide support to students not at grade level proficiency	1000-1999 Certificated Salaries \$1,073,100 Supp/Con	a-Targeted academic support was provided to all students not at grade level, within the school day or after school, by intervention teachers. b-Supplemental materials were printed to provide supplemental reading materials for students in grades K-1 for Title 1 Schools. In addition supplemental materials were printed for implementation of the CA State Standards c-3 FTE Academic Program Coordinators over the base staffing level were added to support staff in the implementation of CA State Standards d-.5 Program Specialist was added to support Special Education staff in the implementation of the CA State Standards e-Support was provided to students not at grade level through additional instructional aide support	1000-1999 Certificated Salaries \$1,069,627 Supp/Con b-4000-4999 Professional Services \$50,000 Supp/Con c-1000-1999 Certificated Salaries \$214,896 Supp/Con d-5000-5999 Certificated Salaries \$36,041 Supp/Con

			f-Supplemental materials were purchased to support students not at grade level	e-2000-2999 Classified Salaries \$192,867 Supp/Con f-4000-4999 Materials/Supp \$17,858 Supp/Con
Scope of service:	All for this Goal		Scope of service: All Elementary Schools, All Middle Schools, All High Schools, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>-Implement an Elementary PE program that provides classroom teachers the opportunity to prepare adequately for classroom lessons \$527,052</p> <p>-Use Illuminate, as a student data management system, which will allow teachers the opportunity to monitor student progress and modify instruction as needed based upon student data \$75,000</p> <p>-Increase Academic Program Coordinators/Assistant Principals to 7 FTE over the base to assist in increasing student achievement \$781,478</p> <p>This goal will be deleted and incorporated in Goal 2 for the 15-16 school year.</p>			

Original GOAL from prior year LCAP:	2.6 Increase opportunities for Junior Kindergarten through 12th grade students to participate in enrichment opportunities and advanced coursework (i.e. AVID, music, GATE, AP Courses) with an emphasis on underrepresented populations.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	---

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	<p>Explore ways to provide additional music opportunities (i.e. classroom music for JK-3 and additional instrumental music course options in grades 4-12)</p> <p>Work with community artists to provide quarterly art lessons/experience in grades JK-5th.</p> <p>Increase AVID at secondary sites to 7 out of 9 sites</p> <p>GATE certify a minimum of 20 teachers</p> <p>Increase the number of sections of Pre-AP and AP courses and students enrolled in such courses.</p> <p>Increase the number of students passing the AP exam with a 3 or better</p>	Actual Annual Measurable Outcomes:	<p>a-The music staff researched alternate ways to provide more music opportunities. As a result of the research, an additional music teacher will be added for 15-16 and a guitar class was added to course offerings with two sections to be implemented at Yuba City High School.</p> <p>b-Community artists provided art lessons at three elementary sites but time was limited so not every grade level and class was provided art lessons.</p> <p>c-AVID was implemented at 7 of 9 secondary sites in 2014-2015.</p> <p>d-GATE certification courses will start in June 2015. 30 teachers have signed up for a series of courses that will occur in the summer of 2015 and throughout the school year.</p> <p>e-One AP Course was added in 2014-2015, AP European History will be implemented in 2015-2016.</p> <p>f-34% of high school students who took an AP exam passed with a 3 or better. 90% of AVID students within the District who took an AP exam passed with a 3 or better.</p>
--------------------------------------	--	------------------------------------	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Explore ways to provide additional music opportunities (i.e. classroom music for JK-3 and additional instrumental music course in grades 4-12)	a-NONE b-5000-5999 Services \$30,000 Supp/Con	<p>The following increased opportunities were provided to district students:</p> <p>a-Community artists provided art lessons at three elementary sites but time was limited so not every grade level and class was provided art lessons.</p> <p>b-AVID was implemented at 7 of 9 secondary sites in 2014-2015.</p> <p>c-GATE certification courses will start in June 2015. 30 teachers have signed up for a series of courses that will occur in the summer of 2015 and throughout the school year.</p> <p>d-One AP Course was added in 2014-2015, AP European History will be implemented in 2015-2016.</p> <p>e-34% of high school students who took an AP exam passed with a 3 or better. 90% of AVID students within the District who took an AP exam passed with a 3 or better.</p>	a-5000-5999 Services \$2,745 Supp/con
b. Work with community artists to provide quarterly art lessons/experience in grades JK-5 th .	c-5000-5999 Dues/Membership \$73,000 Title1/LCFF Base		b-5000-5999 Dues/Membership \$116,047: 5000-5999 Certificated Salaries \$153,628 Supp/Con
c. Increase AVID at secondary sites to 7 out of 9 sites	d-2000-2999 Classified Salaries \$50,000 Supp/Con		c-1000-1999 Certificated Salaries \$8,428 Supp/Con
d. Provide AVID tutors	e-5000-5999 Certificated Salaries \$20,000 Supp/Con		d-4000-4999 Textbooks \$12,000 Supp/Con
e. GATE certify a minimum of 20 teachers	f-5000-5999 Certificated Salaries \$10,000 Supp.Con		e-NONE
f. Increase the number of teachers trained in Pre-AP and AP courses	g-NONE		
g. Develop professional learning opportunities for teachers of pre-AP courses to learn about expectations.	h-NONE		
h. Develop professional learning opportunities for all content area teachers in middle/high school to learn about pre-AP/AP expectations.			

Scope of service:	All for this Goal		Scope of service:	All for this Goal	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	AVID at all 6-12 sites \$110,875 Art Lessons one grade level per site \$30,000 One FTE music teacher \$60,673 This goal will be deleted and incorporated in Goal 2 for the 15-16 school year.				

Original GOAL from prior year LCAP:	2.7 Increase the percent of students who graduate career and college ready	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	Increase the percentage of students who meet A to G requirements by 2% Increase the percentage of students who complete a CTE Pathway requirements by 2% Develop a Life Skills Course in high school Provide opportunities for students to participate in SAT/ACT Prep beyond the school day and/or within the day.	Actual Annual Measurable Outcomes:	The percent of students who met the A-G requirements increased from 31.4% to 35.4%, a total of 4% from prior year. The percent of students who completed a CTE Pathway also increased. The District implemented Junior Achievement at all high schools but did not provide ACT/SAT prep in the 14-15 school year.
--------------------------------------	--	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a-Begin implementation of Career and College ready curriculum at 5th and 8th grades through Junior Achievement	\$52,000 Source: supp/con	a-The District implemented Junior Achievement at all 6-12 grade sites as a Career and College ready curriculum. This curriculum also addresses work essential skills.	a-5000-5999 Services \$6,600 Supp/Con
b-Increase the number of teachers trained in Pre-AP/AP courses;	\$10,000 Source: Supp/con	b-One AP course was added in the 14-15 school and AP exams were offered at a reduced rate to increase student access to the AP exams.	b-4000-4999 Textbooks \$ LCFF Base
c-Provide within the day and after school SAT/ACT Prep	\$10,000 Source: Supp/Con	c-ROP transportation was continued to be offered to all students who needed access.	c-5000-5999 Services \$63,567 Supp/Con
d-Provide increased opportunities for completion of CTE pathways	Cost: NONE		
Explore Career and College Readiness options	Cost: NONE		

for elementary and middle school students				
Develop/ define, with community/ business input, soft/employability skills, to be taught in and implemented in all grade levels		Cost: NONE		
ROP transportation to ensure access to ROP students between both high schools		Cost: \$50,000		
Scope of service:	All for this Goal		Scope of service: All for this Goal	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	ACT/SAT Prep \$10,000 CTE Coordinator \$62,053 Transportation for Fall into Leadership and College Tours \$10,000 This goal will be deleted and incorporated in Goal 2 for the 15-16 school year.			

Original GOAL from prior year LCAP:	2.8 Ensure that ALL students are taught by teachers that are fully credentialed in the subject areas in which they are teaching and are certified as appropriate.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	Maintain 100% HQT compliance and appropriate assignments as measured by Title II accountability report and CALPADS	Actual Annual Measurable Outcomes:	Not all teachers met the required HQT requirements. Approximately five teachers required Board Authorization from the YCUSD Governing Board.
--------------------------------------	--	------------------------------------	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Identified teachers will acquire the necessary authorization and/or certification.	\$5,000 Sources: Title II Teacher Quality (4035) \$5000.00	The District has identified those teachers who do not meet the HQT requirements and is working to fill vacancies with HQT teachers in their subject matter areas.	NONE
Scope of service:	All for this Goal	Scope of service:	All Elementary Schools, All Middle Schools, All High Schools, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Maintain goal for 15-16 but reduce percentage of HQT status to 85%.
--	---

Original GOAL from prior year LCAP:	2.9 Provide current and relevant professional development which supports effective instruction and Common Core State Standards; ELD/SWD; Core Curriculum; Effective Instructional Practices	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	100% of teachers trained in CCSS; ELD/SWD; Core Curriculum; effective instructional practices applicable to their grade/content area	Actual Annual Measurable Outcomes:	The District trained 100% of its certificated teaching staff on the California State Standards and Core Curriculum. It did not train all teachers on the new ELD standards but will do so in the 15-16 school year.
--------------------------------------	--	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development in CCSS; CCSS and coaching for grades 6-12; and ELD/SWD/ Foster Youth/R-FEPs/Low Socio economic students	1000-1999 Certificated Salaries \$51,0000 Supp/Con	The District provided training in the CCSS and effective instructional practices for English Learners and all other subgroups to all teachers and administrators. Administrators provided feedback to teachers through walkthroughs and an instructional supervision model implemented by the District.	1000-1999 Certificated Salaries \$60,000 Supp/Con
Scope of service:	All for this Goal	Scope of service:	Andros Karperos, River Valley High, Riverbend Elementary, Albert Powell Continuation, Yuba City Unified Alternative, Yuba City High, April Lane Elementary, Barry Elementary, Bridge Street Elementary, Central Gaither Elementary, Gray Avenue Middle, King Avenue Elementary, Lincoln Elementary, Lincrest Elementary, Park Avenue Elementary, Tierra Buena Elementary, Butte Vista Elementary, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st

			grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Fluent-English Proficient and English Only, English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Supplemental Program Specialist to support Students With Disabilities/English Learners/Low Income students \$9,324.00 This goal will be deleted and incorporated in Goal 2 for the 15-16 school year.			

Original GOAL from prior year LCAP	2.10 Increase access to social science, science, arts, music in the elementary schools and course options at the high schools	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
------------------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	Explore/research alternative master schedules, increasing instructional minutes, classroom configurations that will provide more opportunities for students.	Actual Annual Measurable Outcomes:	Each site reviewed its master schedule but was unable to increase the instructional minutes or develop a master schedule that allowed for increased opportunities within the day. However, course options were added which provided for increased options for students.
--------------------------------------	--	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Explore/research/implement alternative master schedules, increasing instructional minutes, classroom configurations that will provide more opportunities for students.	NONE	Alternative master schedules were reviewed as a means to increase opportunities for students. Unfortunately, an identified alternative was not selected	NONE
Scope of service:	All for this Goal	Scope of service:	All Elementary Schools, All Middle Schools, All High Schools, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Increase one supplemental music teacher to increase access to music for ALL students \$60,673.00 Increase access to art opportunities through Artist in Residence program \$30,000.00 This goal will be deleted and incorporated in Goal 2 for the 15-16 school year.
--	---

Original GOAL from prior year LCAP:	3.1 Increase opportunities for students, parents, and staff to provide input to school/district decisions	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	Increase opportunities for parents, students and staff to provide input by holding a fall and spring input session for each of the stakeholder groups.	Actual Annual Measurable Outcomes:	The District did not provide a Fall input session with key stakeholders but held meetings with all stakeholders in the spring and implemented a Parent/Student/Community On-line Survey.
--------------------------------------	--	------------------------------------	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Increase opportunities for parents, students and staff to provide input by holding a fall and spring input session for each of the stakeholder groups b. Solicit parent input, through a parent survey, regarding ways to increase parent participation c. Identify a committee to review all feedback from LCAP input sessions and identify specific means to gain increased stakeholder input and develop a related plan to implement and measure	a-NONE b-4000-4999 Materials/Supplies \$2500: Title I c-NONE	The District provided opportunity for stakeholder input in the spring of 2015 and added an on-line survey as a means for input. A Fall input session is needed annually as well.	2000-2999 Classified Salaries \$8,669 Supp/Con; 4000-4999 Materials/Sup \$196.00 Supp/Con
Scope of service:	All for this Goal	Scope of service:	Andros Karperos, River Valley High, Riverbend Elementary, Albert Powell Continuation, Yuba City Unified Alternative, Yuba City High, April Lane Elementary, Barry Elementary, Bridge Street Elementary, Central Gaither Elementary, Gray Avenue Middle, King

			Avenue Elementary, Lincoln Elementary, Lincrest Elementary, Park Avenue Elementary, Tierra Buena Elementary, Butte Vista Elementary	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal will be deleted and incorporated into Goal 3.			

Original GOAL from prior year LCAP:	3.2 Increase parent participation in programs to support student learning	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	Increase opportunities by two per year Increase participation of parents by 10%	Actual Annual Measurable Outcomes:	The District provided five math trainings to parents at their request. Parent participation in all trainings increased by a minimum of 10%.
--------------------------------------	--	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Explore possible programs to engage parents to support their students learning	NONE	Five parent trainings were provided in the area of math per parent request.	1000-1999 Certificated Salaries \$2000 Title 1
Scope of service:	All for this Goal	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Annual Parent Survey \$2500
--	-----------------------------

Original GOAL from prior year LCAP:	3.3 Increase parent communication to ensure parents are informed of changes, events, opportunities within the District	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	---

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	Increase parent communication by ensuring District and site websites are updated and flyers are sent; explore use of social media for increased communication	Actual Annual Measurable Outcomes:	The District successfully updated its website on a weekly basis. However, stakeholders reported that site websites were not updated on a routine basis. The District continued to implement Edulink Autodialer and established a Facebook page and Twitter account.
--------------------------------------	---	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. District webmaster to ensure website are up to date	a-2000-2999 Classified Salary \$50,000 LCFF Base	a-District website was updated on a weekly basis by the District Webmaster	a-1000-1999 Classified Salaries \$75,683 LCFF Base; 5000-5999 Services \$5,583 LCFF Base
b. Content Management System for social media communication	b-5000-5999 Services \$50,000 LCFF Base	b-The District utilized the CMS system for parent and community communication.	
Scope of service:	All for this Goal	Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Auto-Dialer System (EduLink) to increase parent communication and notification \$13,271
This goal is being deleted and incorporated into Goal 3 for 15-16.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$11,262,390</u>
<p>YCUSD's 2015/16 LCAP funds, as calculated on the number and concentration of low income, foster youth, and English Learner pupils are <u>\$11,262,390</u>. YCUSD has an unduplicated count of 70.12%, since it exceeds 55%, our district is allocating some of our funds on a district wide basis. The expenditure of these funds is outlined in the activities and allocations in the development of YCUSD's goals shown on the previous pages and in the budget documentation. Stakeholder input through the public forums framed the YCUSD LCAP plan that largely features centrally distributed services to English Learners, low income students, and foster youth through site specific programs and personnel. YCUSD is expending \$9,775,534 district wide and has allocated \$1,486,856 to the school sites to use to provide services to the target subgroups based upon site specific data which identified site needs for supplemental services/programs.</p> <p>YCUSD's unduplicated count is 70.12%. Because of the high percentage, the District elected to use some of the funds to meet the needs of ALL students specifically to provide services to increase graduation rates, decrease suspensions/expulsions, enhance program/course options for all students, increase parent involvement, increase attendance, and ensure all students feel safe at school.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

14.96	%
-------	---

The District's increased funding for the 2014-2015 school year, resulted in increased services for Low Income students, English Learners, and Foster Youth, through increased support from elementary/high school counselors, increased intervention within the day and after school, increased technology, increased supplemental materials for English Learners and Long Term English Learners, professional development for staff related to the California State Standards and effective methodologies to use with English Learners, and increased trainings for parents related to the new math programs. The District and sites increased parent communication through consistent use of the Edulink Autodialer system and updating the District website on a weekly basis. Based upon current needs assessments within the District and sites, services will continue to focus on the unique needs of English Learners, Foster Youth and Low Income students. YCUSD will expend \$11,262,390 Supplemental/Concentration funds in 2015-2016 to meet the needs of English Learners, Foster Youth and Low Income students. \$9,775,534 of the funds will be used District-wide to meet the needs of students within the District, with particular services/actions to meet the needs of English Learners, Foster Youth, and Low Income students. Sites will be allocated \$1,486,856 to provide services directly linked to site based data using the identified state metrics. Sites will link their site plans and goals with the identified District goals. With an unduplicated count of 70.12%, the District is also utilizing the funds to meet the needs of ALL students through increased intervention and supplemental services, but will specifically target English Learners, Foster Youth, and Low Income students.

Based on the Minimum Proportionality Percentage (MPP), Yuba City Unified School District must increase services by 14.96%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

01-13-15 [California Department of Education]