

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Yuba City Unified School District serves over 12,500 pre-kindergarten to grade 12 students and covers 215 square miles, which encompasses the majority of Sutter County. Yuba City is located 45 miles north of Sacramento in the lush Central Valley near the Sutter Buttes, the nation's smallest mountain range. YCUSD offers six K-5 schools, five K-8 schools, one middle school, two comprehensive high schools, along with an alternative secondary campus and an independent study school option called Independence Academy. Several recreational areas, historic landmarks, metropolitan shopping, cultural centers, the high Sierra Nevada Mountains and the Pacific Ocean are within a two-three hour drive. The University of California at Davis, California State Universities at Chico and Sacramento, and several technical schools are all within 45 miles. Brandman University has an extension in Yuba City and Yuba College opened a Sutter County campus in 2012. Our population is comprised of 78% of socio-economically disadvantaged students and 25% English Learners.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Overall, Yuba City Unified School District is proud of our achievements with focus on the state indicators and goals of the LCAP. In 2018, students overall and within each grade level and subgroup made gains in English Language Arts. Overall, since 2015, students made a 6% gain and are at 45% proficient. Our subgroup data shows gains across the board as well in ELA with the greatest gains by our English Learners. Only slight gains in the content area of mathematics were recognized. Overall, YCUSD students remain at 28% proficient. This is the first year of ELPAC administration, we do not have multiple years of data for comparison. However, YCUSD English Learners did outpace the statewide English Learner scores by 2% with 67% of our English Learners meeting standard. Yuba City Unified School District plans to keep critical initiatives in place as the data is reflecting positive gains. Our LCAP expenditures show a continued commitment to student achievement within its professional development plan. As we continue with ELPAC it will be important to continue the emphasis on rigor in our instructional models. We will continue working with curriculum experts to help navigate and

build capacity in our new k-12 adoptions and utilize our instructional coach model to support staff in this capacity. Continued work with staff developers both internally and externally will provide a continuum of learning for both classified and certificated staff. We will continue to analyze data from dashboards, CAASPP, curriculum embedded assessments, and local assessments created through teacher collaboration

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the YCUSD California Dashboard, suspension rate was the only indicator to fall within the red performance level. Mathematics, and the College and Career Indicators fell within the orange performance level. English Language Arts and Chronic Absenteeism are in the yellow level while Graduation Rates fell within the green performance level. To address these needs, the District will continue efforts in the following to decrease suspension rates: Continue the implementation of Positive Behavior Intervention and Supports at all schools; maintain the comprehensive counseling program in grades K-12; and maintain an alternative to suspension classroom at multiple sites. In addition to address the low performance in the area of English Language Arts and math, the District will continue to provide professional development in the areas of ELA and Math to all grade level teachers; provide within the day and after school targeted intervention in ELA and math, and provide Teachers on Special Assignment (TOSA) support to all sites to support teachers and students in the areas of ELA and math.

In addition, the District has identified a need for significant improvement based upon local performance indicators in the area of reclassification of our English Learners and decreasing the percentage of Long Term English Learners. The District will address this need by providing professional development in the implementation of the ELD/ELA standards and ELD curriculum and provide professional development to staff on effective instructional practices for Long Term English Learners.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This year's LCAP was written in a collaborative effort between parents, students, both certificated and classified staff as well as management from across the district. At each of our stakeholder feedback sessions we reviewed data, looked at trends overtime, and discussed the goals, actions, and expenditures allocated in the 2019-2020 plan in order to conclude what we should continue to implement, eliminate, as well as refine and raise new ideas for continued growth and improvement. These features include: professional development, instructional materials and resources, technology, modernized facilities, student welfare and attendance supports, counseling, college and career readiness, safe schools, and parent and student engagement.

Additional instructional staff and professional development to provide intervention support services through in-classroom scaffolding and pull-out programs with intervention teachers have been proven to be effective for all students especially students with special needs and language acquisition needs. Additional intervention is provided through before, after, and during school opportunities aligned to site-based student needs. English Learner services are provided through classroom instructional support and coaching on early literacy, and support for integrated and designed ELD. Parent outreach and mental health support have been expanded along with communication enhancement through additional supplemental parent liaison support and notification systems. All site-level use of funding is determined through comprehensive school-wide planning and goals. School Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions and monitored through evaluation protocols and annual program/budget review.

The district has ongoing monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding as well as administrative staff support for planning, data analysis, and budget alignment. Our strategic program and budget planning is circular in nature and continuous.

Social-Emotional support and a focus on safe and healthy students is a key component of this LCAP. For this objective we will foster safe, healthy, supportive, and drug-free environments that support student academic achievement and are coordinated with other schools and community-based services and programs as well as promote the involvement of parents in the activity or program. Through this objective, YCUSD has identified specific needs. These identified needs were developed through our stakeholders. The data used to determine needs were from student, staff, and parent surveys. The responses determined the greatest need was to provide additional mental health support for students struggling with appropriate classroom and school behaviors. The data revealed that at the elementary school level, we have an increasing number of students in need of early intervention for mental health support, specifically as it relates to behavioral challenges. And at the secondary level, the need was higher for additional academic supports and access to technology. The strategy to improve these needs for additional supports are as follows: Supplementing professional development and resources for supporting Multi-Tiered System of Supports (MTSS) both academically and behaviorally with Social and Emotional Learning (SEL) and Positive Behavior and Interventions supports (PBIS), and integration support for technology, and AP exam preparation. The district will allocate funds to be used to support the building of capacity for existing staff to support students social and emotional learning through MTSS and PBIS. Through observational rubrics, suspension rates, attendance, chronic absenteeism rates and survey data, the district will annually review progress and set goals for continuous improvement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Albert Powell Continuation High School is an alternative high school program and has been identified for Comprehensive Support and Improvement based on the overall graduation rate. Albert Powell has gone from a 62% positive graduation to a 76% graduation rate.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The district employed a team of stakeholders to compile and review the site needs assessment. As needs were identified, evidence-based interventions were chosen based upon needs and the LEA capacity to provide an appropriate response. This school site worked with a team to identify the causal factors impeding the students progress toward graduation. The identified needs and inequities include additional counseling, instructional coaching in math for teachers, math interventions for students, and technology for students. The school and district teams have devised a timeline to put these new actions and resources into place for the upcoming school year.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The implementation includes three areas. Each area will have a monitoring procedure in place. To address the need for additional counseling, a full time counselor has been added. Each student will have an academic plan and their progress monitored in regular cycles. Since math is the major stumbling block for graduation on these campuses, math progress will be monitored as a top priority through an existing data management system. District math coaches will be allocated additional time on these campuses to ensure teachers are supported with curriculum and instructional strategies to facilitate student learning. Multiple interventions and supplemental resources are currently being planned to provide students with multiple options for success and completion of requirements.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The annual and ongoing engagement of stakeholders is a key part of the LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members.

YCUSD seeks the input of all stakeholders to help us develop our new Local Control and Accountability Plan (LCAP) and to understand how we can better support students, families, and staff. With a wide range of needs and limited resources, it is important that we understand the priorities of our community to guide plans for the future. This input helps us to understand what is most important, what has been working well, and where we need to focus our future efforts.

These input surveys are open to students, parents/caregivers, staff, and community members. It asked respondents to share experiences and awareness of specific district programs and services. It also provides an opportunity to provide additional input on what is working well what still needs to be addressed. The survey process is anonymous and no names or emails are collected unless further information is requested. These surveys are always available in Spanish, Punjabi, and English.

The survey also asked that respondents share priorities and input regarding additional instruction and support for students in the coming year. The district has received additional funds to implement a learning recovery program through the Expanded Learning Opportunities Grant and wants to know how stakeholders think these resources should be used.

Multiple question and answer sessions were scheduled for those who wanted a deeper understanding of the both the plan and the process and to be able to ask questions about how to provide their input. Each session included a brief overview of the LCAP followed by an opportunity to share input.

Input opportunities:

DELAC Meeting and Input - February 11, 2021

Parent Survey - April 14, 2021

Parent Q&A - April 21 and 28

Final LCAP Parent presentation May 12, 2021

Leadership Survey - April 15, 2021

Classified Staff Survey - April 15, 2021

Student Interest Survey Google Form - April 3, 2021

Teachers Survey - April 15, 2021

LCAP Advisory Committee Meeting
with CSEA and YCTA representation
Tuesday, March 16, 2021
Thursday, March 25, 2021
Tuesday, May 4th, 2021

Public Hearing: June 15, 2021
Board Action: June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

The feedback can be summarized as follows:

The feedback from parents includes:

- Safe clean facilities
- Smaller class sizes and more paras for assistance to students
- Expand GATE program.
- Social/Emotional support for students
- Instructional Coaches
- PE and PE Specialists
- Trade school courses
- Music and the Arts
- Teacher training and supplies
- Improve technology in the classroom
- Tech Specialists to help with so much technology in the classroom
- Tech support for parents

Feedback from students:

Chromebooks for every student

In person learning is important for a social environment

More opportunities for counseling, assemblies to empower my peers.

Counseling during junior year to prep for senior year and applying for schools. Career counseling.

Shadow and internship opportunities would be helpful.

More career pathway classes.

More tutoring help.

Improve air filter system (especially in the portable).

Counseling/ support groups, makes students feel like they have a safe space where they can share

Fun events such as food fairs

The feedback from teachers includes:

- Safe facilities
- PE and Tech Specialists
- Increasing access to and recruitment for post high school trade/tech opportunities
- More tech specialists
- More support in use of educational technology
- K-2 instructional aides to bridge gaps
- More psychologists
- Reading intervention teachers
- Smaller class size to target learning gaps
- Trauma focused PD
- New classroom furniture to replace broken desks and chairs
- Modernizing older schools
- Additional parent liaisons, translators

The feedback from classified staff:

- Mental Health supports for students at all three tiers
- Safe and clean facilities
- PD days/instructional coaches needed expansion to teach teachers how to use their technology to the fullest, giving students a better experience across the board.
- Provide instructional aides for students.
- Better pay for paraeducators and more positions
- More than 1 intervention teacher at each site
- Academic support after school
- Transportation for students
- More Training for classified staff
- Tech support for teachers and students
- School bus driver recruitment
- Provide three days of professional training to classified staff

The feedback from leadership:

- Tech lead teacher leads at each site
- Tech trainer and a TOSA that is specifically focused on blended learning tools and best practices.
- Increase number of Assistant Principals
- Provide instructional coaches
- Conferences opportunities for teacher Team PD

- Hire additional Instructional Aides for each school

Recommendations from LCAP Advisory Team based on total feedback:

- Ensure provision of Clean facilities
- Prioritize Sports facilities plan and make it equitable
- Provide professional development of teacher to ensure retention
- Equitable access to CTE programs/classes/facilities across the comprehensive high schools
- Make AVID strategies School-Wide
- Offer students intervention in math and other subjects before and after school
- Decrease class size at the elementary level where possible
- Explore options for additional support for students (ex. Embedded tutors, specialists, aides)
- Maintain specialty courses that provide students with broad access (ex. AP Calc, high interest and intervention classes) to offset low enrollment
- Support PD that trains teachers to earn high needs credentials (ex. Physics, math, hard to fill positions)
- Signing bonuses for hard to fill positions
- Include teachers in the recruitment fairs
- Explore the possibility of increasing prior years experience (greater than our surrounding communities)
- Support for Admin and instructional leaders to foster their instructional/coaching skills

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

There are a few clear trends across the input from the different stakeholder groups. The district plan will incorporate the following suggestions this year and possibly others as we move through this three year LCAP:

1. Suggestions for additional training in educational technology and tech support. Our year of distance and hybrid learning has brought to light the need for more support across all levels of instruction related to the integration of technology. This will extend not just to certificated, but instructional aides as well.
2. Clean, safe facilities was also a priority across groups. This has always been a priority in the LCAP and will continue .
3. Increased number of instructional aides across school sites.
4. Academic intervention provided for students before and/or after-school
5. Additional mental health supports for students
6. Maintain instructional coaches and intervention teachers
7. Expansion of the GATE program with more opportunity for students

Goals and Actions

Goal

Goal #	Description
1	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.

An explanation of why the LEA has developed this goal.

Goal one meets the required expectation for districts to maintain basic services for students including safe facilities for students, instruction provided by fully credentialed teachers, instruction in the California State Standards, and access to a broad course of study. This combination of actions that provide continued professional development for staff as well as certificated and classified support staff will provide the necessary foundation for student growth and progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: CALPADs report 3.4 1B: Dashboard: Statewide assessments; EL Reclassification; Other Local Measures including Surveys 1C: Dashboard: Statewide assessments; EL Reclassification; Other Local Measures including Surveys	1A. CALPADs report 3.4: course report Maintain broad course of study a. Attend Recruitment fairs b. Provide new teacher training c. Maintain (3) professional development days				1A. Maintain and monitor support programs for teachers and students. Demonstrate no decreases.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1D. Dashboard: Statewide assessments; EL Reclassification; Other Local Measures including Surveys</p> <p>1E. Facility Plan and FIT Report</p>	<p>1B Dashboard: CAASPP Data, EL Reclassification and English Learner Progress indicator</p> <p>ELA percent proficient: 47% Math Percent proficient: 29% Reclass of EL: 8.9% ELPI: 51%</p> <p>1C: Local data through surveys; PD rosters; course development documents; staffing FTEs</p>				<p>1B. Maintain 3 points of growth or higher for math and ELA each year as defined in the state accountability plan. Maintain 10% reclassification rate each year. Make 1.5% growth each year for the English learner progress indicator.</p> <p>1C. Increase or maintain services for students and evaluate based on feedback and input of stakeholders and teacher participation.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>1D. Dashboard: CAASPP Data, EL Reclassification and English Learner Progress indicator</p> <p>ELA percent proficient: 47% Math Percent proficient: 29% Reclass of EL: 8.9% ELPI: 51%</p> <p>1E. FIT Report</p>				<p>1D.</p> <p>1E. No unresolved findings on the FIT Report</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development and teacher support	1A: a-Attend Chico State, CSU Sacramento, National University, Sonoma State and UC Davis Recruitment Fairs to recruit and retain fully credentialed teachers and monitor HQT and assignments to ensure 100% compliance.	\$4,125,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>b-New teacher training to assist in teacher learning to improve services for students.</p> <p>c-Increase and improve services for students through the investment in teacher learning by providing three professional development days. Three professional development days increases the teacher work year and results in an increase to the salary schedule of 1.1%.</p> <p>d-Provide professional development for implementation of the Common Core State Standards for ELA, Math, and PLCs</p> <p>e- Implement and maintain our own teacher induction program.</p> <p>f- Provide teachers with preparation (three) days. These days increase the teacher work year and results in an additional increase to the salary schedule of 1.1%.</p> <p>g- Teacher collaboration days (90 minutes over 22 days)</p>		
2	School Improvement	<p>1B:</p> <p>a-Provide quality, ongoing professional development and collaboration related to CCSS in ELA/ELD, math, social science and NGSS as well as specific support teachers in the Special Education program</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 ELA/ELD and math curriculum</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 one more FTE for a total of 10 FTE above the base staffing level to</p>	\$4,550,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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 part of the TOSA program to support and improve the implementation of ELA/ELD and math standards</p> <p>h-Maintain the use of technology for the implementation of the CA Content Standards through the use of Computer Technology Specialists at each site</p> <p>i-Provide academic support/intervention with Instructional Aides</p> <p>j- Provide professional development for NGSS in grades 9-12</p>		
3	Student Success	<p>1C:</p> <p>a-Continue to implement AVID at all secondary sites and ensure that all sites attend AVID Summer Institute</p> <p>b-Implement AVID Elementary Program at all sites</p> <p>c-GATE certify grade 3-8 teachers district-wide</p> <p>d-Increase AP course offerings by a minimum of one per year</p> <p>e-Increase the number of students taking AP courses and passing the AP exam with a 3 or better</p> <p>f-Purchase supplies for arts programs (visual, instrumental, orchestra)</p> <p>g-Provide after school enrichment/intervention opportunities through GATE, tutoring/intervention</p>	\$1,270,000.00	No

Action #	Title	Description	Total Funds	Contributing
		h-Replace mobile labs as needed site and ensure teachers receive adequate training i-Purchase NGSS materials and supplies		
4	Site Fund Distribution	1D: a- All school site within YCUSD will receive supplemental and concentration funds in alignment with their site specific unduplicated count. ALL expenditures will align with the District LCAP goals.	\$1,723,000.00	No
5	Clean, Safe Facilities	1E: a-Site improvements to ensure safe, modernized facilities as defined in the Master Facility Plan for each site	\$1,000,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Provide a rigorous and comprehensive program to ensure the academic achievement of ALL students as they transition to graduation and beyond.

An explanation of why the LEA has developed this goal.

Goal two meets the required expectation for districts to set expectations for student academic achievement for school success through graduation and into college and careers. The combination of these actions that provide continued professional development for staff, resources for progress monitoring, and support staff will provide the necessary foundation for student growth and progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A. Dashboard: CAASPP Data and EL Reclassification Rate	2A. Dashboard: CAASPP Data, EL Reclassification and English Learner Progress indicator				2A. 10% Annual percentage of reclassification
2B. Dashboard: English Learner Progress Indicator, LTEL Data	ELA percent proficient: 47% Math Percent proficient: 29% Reclass of EL: 8.9% ELPI: 51%				2B: Less than 5% LTEL population
2C. A-G percentages; Perkins Section III Assessment of Programs; AP Passage percentages	2B. ELPI: 51% Number of LTELs=19.48%				2C. 80% students in 9-12 taking A to G classes and 75% of students of students taking AP classes passing with a 3 or better
					2D. CAASPP ELA: 60% will meet or exceed standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2D. Dashboard: CAASPP Scores in ELA and Math	<p>2C.60% of students took A to G classes 52% of students taking AP classes passed exams with 3</p> <p>2D: CAASPP ELA = 44% met or exceeded standard CAASPP math = 29% met or exceeded standard</p>				CAASPP Math: 45% will meet or exceed standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Achievement of English Learners, Foster Youth, Homeless and Low Income students	<p>2B:</p> <p>a-Provide professional development to teachers in the implementation of ELD curriculum and new ELD standards</p> <p>b-Maintain ELD teachers</p> <p>c-Provide i-Ready and Ellevation for progress monitoring of struggling students</p>	\$1,610,000.00	Yes
2	Student Achievement of Long-term English Learners	<p>2B:</p> <p>a-Provide professional development to all staff related to effective instructional practices for Long-Term English Learners</p> <p>b-Maintain use of Ellevation to facilitate data analysis of student progress related to ELA and math performance</p>	\$258,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3	Student Achievement in College and Career Opportunities	<p>2C:</p> <p>a-Maintain Coordinator of Career Technical Education/Secondary Education/Elementary Education/Assessment and Data Monitoring/Special Education/English Learners to support and improve the implementation and integration of CA State Standards, ELD standards, CTE standards/pathways, AVID, and military science.</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-Provide CTE teachers and supplies</p> <p>g-Continue Career and College Ready Courses and expand to middle school</p> <p>h-Career and College Readiness Curriculum including support for Early College Program</p> <p>i-Provide additional math resources for teachers (i-Ready, Aleks, Get More Math, Swun)</p>	\$5,425,000.00	Yes
4	Site Fund Distribution	<p>2D:</p> <p>a-All school site within YCUSD will receive supplemental and concentration funds in alignment with their site specific unduplicated count. ALL expenditures will align with the District LCAP goals.</p>	\$610,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Goal 3: Increase Parent and Student Engagement/Involvement to increase student achievement and feelings of school connectedness.

An explanation of why the LEA has developed this goal.

Goal three meets the required expectation for districts to provide opportunities and assurances of student and parent engagement in school programs and services. The combination of these actions that provide continued professional development for staff, resources to meet the social emotional needs of students, and support staff will provide the necessary foundation for student engagement, growth and progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A: Dashboard/Calpads: Suspension/Expulsion Rates 3B: Dashboard/Calpads: Graduation Rates 3C: California Healthy Kids Survey 3D: Other Local Measures including Surveys	3A: Suspension rate = 6% Expulsion rate= .2% 3B: Graduation rate=87% 3C: 59% of students feel safe at school 3D: Increased engagement and involvement based on survey participation 16%				3A. Reduce suspension rate to 3% 3B. Maintain low expulsion rate 3C. Increase graduation rate to 95% 3D. Maintain increases in parent participation 3E. Increase and maintain attendance rate over 96% 3F. Reduce high school drops to less than 25 and eliminate middle school dropouts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3E: Dashboard: Attendance/Chronic Absenteeism rates 3F. CALPADS: High School and Middle School Dropout rates	3E: Attendance rate=95% Chronic Absenteeism = 11% 3F. High School Dropouts = 53 students Middle School Dropouts = 5 students				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavior	3A: a-Implement Positive Behavior Intervention and Supports (PBIS) at ALL schools b-Maintain Comprehensive Counseling program grades K-12 to increase students feelings of connectedness and safety c-Provide alternative to suspension through an in school positive attendance and behavior classroom at Gray Avenue, RVHS, YCHS and Andros Karperos d-Trish Hatch Consulting to work with TK-12 grade counselors to develop and implement a comprehensive counseling program e- Provide communication services for emergencies to reach administrators, teachers, and parents with critical information and implement a tiered program of support for to increase attendance.	\$1,750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Social Emotional Support	<p>3B:</p> <p>a-Maintain high school counselor ratio of 1:300 compared to 1:600 (7 FTE) 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>e- Maintain two school social workers to provide additional social emotional support to students at April Lane, Gray Avenue, APHS, King Avenue, Bridge Street, and Park Avenue schools.</p> <p>f-Supplemental Reading Program</p> <p>g-Hire an additional nurse 1 fte</p>	\$1,510,000.00	Yes
3	School Safety	<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>c-Noon Duty/Campus Supervisors and crossing guards</p>	\$1,446,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d-Provide Safe Schools Survey Services and PD		
4	Parent Engagement	3D: a-Increase parent participation by providing spring input sessions b-Solicit parent input, through a parent surveys 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 Parent Square to provide timely and up to date information to families e-Continue to implement Parent Liaisons as possible	\$650,000.00	Yes
5	Student Engagement	3E: a- Continue use of A2A attendance program to increase attendance and decrease truancy/tardy rates b-Maintain home to school transportation for students c-Maintain strong athletics programs including directors, office staff, and middle schools sports stipends	\$2,211,000.00	Yes
6	Site Fund Distribution	6: a-All school site within YCUSD will receive supplemental and concentration funds in alignment with their site specific unduplicated count. ALL expenditures will align with the District LCAP goals.	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	SARB	3F. Maintain an LEA-based Student Attendance Review Board a. outreach services b. student incentives c. professional development	\$50,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.46%	\$28,431,876

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

YCUSD's 2021-2022 LCAP funds, as calculated on the number and concentration of low income, foster youth, home less youth, and English Learner pupils are \$28,431,876. YCUSD has an unduplicated count of 78%, 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 \$28,293,008 district wide and has allocated

\$2,571,607 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. YCUSD's unduplicated count is 78%. 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.

The District's increased funding for the 2021-2022 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 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 \$28,431,876 Supplemental/Concentration funds in 2021-2022 to meet the needs of English Learners, Foster Youth, home less youth and Low Income students. These 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 funds in the amount of \$2,571,008 for 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 78%, 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, homeless youth, and Low Income students. Based on the Minimum Proportionality Percentage (MPP), Yuba City Unified School District must increase services by 26.46%

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In 2021-22, Yuba City Unified School District is projecting it will receive \$28,649,619 based on the enrollment of foster youth, English learner, and low-income students. Yuba City Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Yuba City Unified School District plans to spend these funds on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

These features include: professional development, instructional materials and resources, technology, modernized facilities, student welfare and attendance supports, counseling, college and career readiness, safe schools, and parent and student engagement.

Additional instructional staff and professional development to provide intervention support services through in-classroom scaffolding and pull-out programs with intervention teachers have been proven to be effective for all students especially students with special needs and language acquisition needs. Additional intervention is provided through before, after, and during school opportunities aligned to site-based student needs. English Learner services are provided through classroom instructional support and coaching on early literacy, and support for integrated and designed ELD. Parent outreach and mental health support have been expanded along with communication enhancement through additional supplemental parent liaison support and notification systems. All site-level use of funding is determined through comprehensive school-wide planning and goals. School Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions and monitored through evaluation protocols and annual program/budget review.

The district has ongoing monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding as well as administrative staff support for planning, data analysis, and budget alignment. Our strategic program and budget planning is circular in nature and continuous.

Social-Emotional support and a focus on safe and healthy students is a key component of this LCAP. For this objective we will foster safe, healthy, supportive, and drug-free environments that support student academic achievement and are coordinated with other schools and community-based services and programs as well as promote the involvement of parents in the activity or program. Through this objective, YCUSD has identified specific needs. These identified needs were developed through our stakeholders. The data used to determine needs were from student, staff, and parent surveys. The responses determined the greatest need was to provide additional mental health support for students struggling with appropriate classroom and school behaviors. The data revealed that at the elementary school level, we have an increasing number of students in need of early intervention for mental health support, specifically as it relates to behavioral challenges. And at the secondary level, the need was higher for additional academic supports and access to technology. The strategy to improve these needs for additional supports are as follows: Supplementing professional development and resources for supporting Multi-Tiered System of Supports (MTSS) both academically and behaviorally with Social and Emotional Learning (SEL) and Positive Behavior and Interventions supports (PBIS), and integration support for technology, and AP exam preparation. The district will allocate funds to be used to support the building of capacity for existing staff on support students social and emotional learning through MTSS and PBIS. Through observational rubrics, suspension rates, attendance, chronic absenteeism rates and survey data, the district will annually review progress and set goals for continuous improvement.

Since it is challenging to plan all expenditures in advance, YCUSD will continue to look for opportunities throughout the year to provide additional interventions for high needs students including but not limited to intensive intervention programs and materials as well as after-school tutoring.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$28,588,381.00				\$28,588,381.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$20,065,000.00	\$8,523,381.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Development and teacher support	\$4,125,000.00				\$4,125,000.00
1	2	All	School Improvement	\$4,550,000.00				\$4,550,000.00
1	3	All	Student Success	\$1,270,000.00				\$1,270,000.00
1	4	All	Site Fund Distribution	\$1,723,000.00				\$1,723,000.00
1	5	All	Clean, Safe Facilities	\$1,000,000.00				\$1,000,000.00
2	1	English Learners Foster Youth Low Income	Student Achievement of English Learners, Foster Youth, Homeless and Low Income students	\$1,610,000.00				\$1,610,000.00
2	2	All English Learners Foster Youth Low Income	Student Achievement of Long-term English Learners	\$258,000.00				\$258,000.00
2	3	English Learners Foster Youth Low Income	Student Achievement in College and Career Opportunities	\$5,425,000.00				\$5,425,000.00
2	4	English Learners Foster Youth Low Income	Site Fund Distribution	\$610,000.00				\$610,000.00
3	1	English Learners Foster Youth Low Income	Positive Behavior	\$1,750,000.00				\$1,750,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Social Emotional Support	\$1,510,000.00				\$1,510,000.00
3	3	English Learners Foster Youth Low Income	School Safety	\$1,446,381.00				\$1,446,381.00
3	4	English Learners Foster Youth Low Income	Parent Engagement	\$650,000.00				\$650,000.00
3	5	English Learners Foster Youth Low Income	Student Engagement	\$2,211,000.00				\$2,211,000.00
3	6	English Learners Foster Youth Low Income	Site Fund Distribution	\$400,000.00				\$400,000.00
3	7	English Learners Foster Youth Low Income	SARB	\$50,000.00				\$50,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$15,920,381.00	\$15,920,381.00
LEA-wide Total:	\$15,920,381.00	\$15,920,381.00
Limited Total:	\$258,000.00	\$258,000.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Student Achievement of English Learners, Foster Youth, Homeless and Low Income students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,610,000.00	\$1,610,000.00
2	2	Student Achievement of Long-term English Learners	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$258,000.00	\$258,000.00
2	3	Student Achievement in College and Career Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,425,000.00	\$5,425,000.00
2	4	Site Fund Distribution	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$610,000.00	\$610,000.00
3	1	Positive Behavior	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,750,000.00	\$1,750,000.00
3	2	Social Emotional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,510,000.00	\$1,510,000.00
3	3	School Safety	LEA-wide	English Learners Foster Youth	All Schools	\$1,446,381.00	\$1,446,381.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	4	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$650,000.00	\$650,000.00
3	5	Student Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,211,000.00	\$2,211,000.00
3	6	Site Fund Distribution	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	\$400,000.00
3	7	SARB	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Yuba City Unified School District	Pamela Aurangzeb Assistant Superintendent Educational Services	paurangzeb@ycusd.org 530-822-7611

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	2	.03%
Total Teacher Misassignments	2	.03%
Vacant Teacher Positions	0	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In order to implement effective parent and family engagement, YCUSD maintains several practices. Research has shown that the most effective parent and family engagement occurs closest to the school. Therefore, the District will make sure that all family engagement focuses on students and their needs. The family engagement activities must advance the District's goal of obtaining 100% Graduation for all students. Each school site develops a written parent and family engagement policy with their School Site Councils. They each review the policy annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committee (ELAC). These committees include parents from low income, minority, and migrant families. This policy is available at our district office and posted on our public website. We distribute the policy annually by including it in our Parent Student Handbook. We also provide each family the Parent Student Title I Compact at back to school night and in the enrollment package as well. Our parent compact includes information on how to monitor a child's progress and how to work with your child's teacher to improve educational achievement. The schools assist parents of children served by the school or district in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. Each teacher presents an overview of the state standards for

the grade level at back to school night, and teachers work with parents to support students learning at home during parent conferences, School Site Council, and ELAC.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Each school site develops a written parent and family engagement policy with their School Site Councils. They each review the policy annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committee (ELAC). These committees include parents from low income, minority, and migrant families. This policy is available at our district office and posted on our public website. We distribute the policy annually by including it in our Parent Student Handbook. The district encourages collaboration with parents as leaders, encouraging them to participate in various forms of governance both in schools and in the District. At schools, parents will be given opportunities to participate on the School Site Council and the English Learner Advisory Committee to provide input into the Single Plan for Student Achievement, containing programs and expenses related to federal categorical funding. In addition, the district will develop a parent and family engagement policy that is developed jointly with, and agreed on with, and distributed to parents and family members of participating children. The district will do so by holding public parent meetings will be held to receive input on the plan process and development. A strategic team of parents, family members, and district representatives will work together to develop a plan to improve their outreach to families. We provide reasonable accommodations based on family need to support informed parent participation. We also translate all notes, letters, and announcements sent home. In 18/19, We had both Spanish and Punjabi speaking families over the 15% therefore, we provided translation at all public meetings and written and verbal communications. Translation is completed by bilingual staff for Spanish and Punjabi speaking families as well as our growing population of Farsi speaking families. The district educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, in the value and utility of contributions of parents as part of our parent engagement at all events and during staff trainings. This information includes how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs. We feel that this builds a better home-school connection or ties between parents and school. The LEA provides assistance to parents of children served by the district, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to

improve the achievement of their children. The district provides parent workshops and family night events to support parents through this process including but not limited to Family math night, STEM events, and parent "Homework Help" workshops.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In order to implement effective parent and family engagement, YCUSD maintains several practices. Research has shown that the most effective parent and family engagement occurs closest to the school. Therefore, the District will make sure that all family engagement focuses on students and their needs. The family engagement activities must advance the District's goal of obtaining 100% Graduation for all students. Each school site develops a written parent and family engagement policy with their School Site Councils. They each review the policy annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committee (ELAC). These committees include parents from low income, minority, and migrant families. This policy is available at our district office and posted on our public website. We distribute the policy annually by including it in our Parent Student Handbook. We also provide each family the Parent Student Title I Compact at back to school night and in the enrollment package as well. Our parent compact includes information on how to monitor a child's progress and how to work with your child's teacher to improve educational achievement. The schools assist parents of children served by the school or district in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. Each teacher presents an overview of the state standards for the grade level at back to school night, and teachers work with parents to support students learning at home during parent conferences, School Site Council, and ELAC.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The District will make sure that all family engagement focuses on students and their needs. The family engagement activities must advance the District's goal of obtaining 100% Graduation for all students. Each school site develops a written parent and family engagement policy with their School Site Councils. They each review the policy annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committee (ELAC). These committees include parents from low income, minority, and migrant families. This policy is available at our district office and posted on our public website. We distribute the policy annually by including it in our Parent Student Handbook. The district encourages the participation of parents in the LCAP development process through our parent input nights and including as members of the LCAP strategic planning team. We also provide each family the Parent Student Title I Compact at back to school night and in the enrollment package as well. Our parent compact includes information on how to monitor a child's progress and how to work with your child's teacher to improve educational achievement. The schools assist parents of children served by the school or district in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Yuba City Unified School District (YCUSD) uses Aeries (our Student Information System) to ensure that all students have access to, and are enrolled in, a broad course of study: - K-5 students are enrolled in self-contained classes where they receive instruction in all content areas. - For 6-12 students, YCUSD uses the AERIES Student Information System to create students' schedules and store per period course enrollment information including English, English Language Development (ELD), History/Social Science, Science, Technology, Engineering, and Mathematics (STEM), Visual and Performing Arts (VAPA), Career and Technical Education (CTE), and Foreign Language.

2. K-5 students are enrolled in self-contained classrooms where they receive instruction in all content areas. Instruction is aligned to the California content area Frameworks and State Standards. English Learners (ELs) receive comprehensive ELD instruction daily including Integrated and Designated ELD. Students identified for Gifted and Talented Education (GATE) are clustered with teachers who have completed GATE Certification. Physical Education (PE) Specialists support homeroom teachers with PE instruction. Intervention teachers provide additional support for students with deficits in English Language Arts and Math both within the regular school day and after school. Students who are identified for Special Education are supported by Learning Specialists through co-teaching, push-in, and Learning Center services. Students in grades 1-3 receive weekly music instruction. Grade 4 and 5 students participate in Band or Strings. - Grade 6-8 students are enrolled in per period courses for all core content areas including PE. Instruction is aligned to the California content area Frameworks and State Standards. ELs receive comprehensive ELD instruction daily including Integrated and Designated ELD. Electives include STEM and VAPA options. YCUSD middle schools participate in Advancement Via Individual Determination (AVID) courses that prepare students for high school and college. - Students in grades 9-12 are enrolled in per period content area courses. Instruction is aligned to the California content area Frameworks and State Standards. This level introduces a wider array of academic and career focused courses. YCUSD high schools offer Foreign Language, VAPA, Computer Science, and PE. Additionally, students can participate in various CTE Pathways. YCUSD high schools also offer Advanced Placement options in Math, Science, English, Social Science and History, Foreign Language, and Art. Students have the opportunity to participate in Project Lead the Way courses that focus on STEM concepts. YCUSD high schools offer AVID courses targeting college readiness skills. YCUSD allocates LCFF and Federal funds to ensure that students with the greatest needs have the necessary resources to support their access to and success in the broad course of study at their school sites. Seven YCUSD sites are identified for Title I School-wide services. Students at ten sites receive targeted Title I services based on their socio-economic status. Title III funds are used to provide additional supports for English Learners.

3. There are no identified barriers at this time.

4. YCUSD has implemented the following measures to ensure that all YCUSD students continue to have access to a broad course of study: - Renewed focus on K-12 Science instruction that ensures instructional practices are aligned to California's Science Framework and Next Generation Science Standards (NGSS). Professional learning opportunities focused on the NGSS Dimensions and Performance Expectations are targeted to grade levels/grade spans at the K-8 and to specific Science courses at 9-12. Instructional coaches and Science facilitators support in-class implementation through on-site collaboration and modeling. - Redesign of courses offered in 6-12 Science to align to NGSS and increase the number of students meeting A-G requirements at 9-12. - Streamline courses offered in Mathematics to ensure students have access to advanced Mathematics and can meet A-G requirements. - Implement Four Year Academic Plans, starting in 9th grade. - Modify course registration to include academic sequences and a visual model specific to each student's Four Year Academic plan. This process will allow high school personnel to monitor graduation, CSU, and UC requirement progress in real time. - Redesign of high school ELD programs to ensure that 9-12 English Learners have access to and are enrolled in core content courses along with one period of Designated ELD. ELD courses have also been redesigned to better address the needs of all English Learner students including newcomers and long-term English Learners. - Expand AVID to elementary schools. - Expand CTE offerings in grades 6 -8 and in high school.