

**Introduction:**

**LEA:** Yuba City Unified School District **Contact (Name, Title, Email, Phone Number):** Doreen Osumi, Deputy Superintendent, dosumi@ycusd.org, 530-822-7611 **LCAP Year:** 2016-17

### ***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,</p>	<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"> <li>• Accurately identified student needs</li> <li>• Targeted fiscal resources to meet the needs of identified student subpopulations as well as ALL students</li> </ul>

administrators, parents and the community of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). In addition, staff aligned the District goals with the State priorities listed in Education Code sections 52060 and 52066. Presentations were made to the Governing Board on March 12, 2013; June 11, 2013; June 25, 2013; February 25, 2014; and March

25, 2014 to inform the Board of the requirements and outline the LCAP planning strategy. The LCAP planning strategy included a series of systematic steps to ensure compliance with Education Code and more importantly to ensure stakeholder involvement throughout the process. The LCAP planning strategy included:

- School and district data analysis
- Stakeholder input sessions
- Development of the draft LCAP by the YCUSD LCAP Advisory Committee
- Presentation of the draft LCAP to the Superintendent and Governing Board

Stakeholder groups meetings were held with students from the comprehensive high schools and parents, representing the target subpopulations from each K-5, K-8, 6-8 and high school, District English Learner Advisory Committee, Administrators, Community, and California State Employees Association. Multiple attempts were made to schedule stakeholder meetings were offered to the Yuba City Teachers Association. Unfortunately, YCTA did not accept the opportunity to meet with their members. In addition, an online survey was available in March/April 2016 to all stakeholders. All meetings were open meetings. Stakeholder meetings were held on the following dates:

February 17, 2016	AVID Parent Night
April 20, 2016	YCHS Student Input
April 21, 2016	CSEA meeting
May 2, 2016	DELAC meeting
May 17, 2016	RVHS Student Input
May 17, 2016	Title I Parent meeting
May 23, 2016	YCUSD Administrator meeting

- 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

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, and Low Socioeconomic. The following data was analyzed and presented to all stakeholder groups:

- Academic Performance Index/Adequate Yearly Progress
- SBAC 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.

<p>The District LCAP Advisory Committee met on May 31, 2016 to review information gathered through LCAP surveys and input 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 June 6, 2016. The LCAP was then posted on the District Website for public review prior to the Public Meeting scheduled for June 14, 2016 with final adoption by the Governing Board planned for June 28, 2016.</p>	
<p><b>Annual Update:</b></p> <p>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.</p> <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, 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 inform the Board of the requirements and outline the LCAP planning strategies.</p> <p>The development of the 2016-2017 LCAP involved planning strategies which 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.</p>	<p><b>Annual Update:</b></p> <p>The Stakeholder Engagement Process served as a way to inform, educate, and gather input from key stakeholders: students, parents, community partners, administrators, and local union leadership 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"> <li>• Accurately identified student needs</li> <li>• Targeted fiscal resources to meet the needs of identified student subpopulations as well as ALL students</li> <li>• Ensured meaningful parent and community involvement Common themes and identified priorities from the Stakeholder groups and LCAP Advisory Committee were:             <ul style="list-style-type: none"> <li>• Relevant technology in classrooms/labs</li> <li>• Increase arts/music education and expanded extra-curricular opportunities</li> <li>• Increase AP courses and electives</li> <li>• Increase supports and services for students to feel safe at school</li> <li>• Expand AVID to Elementary Sites</li> <li>• ACT/SAT Prep Courses</li> <li>• Continue to provide supports and trainings parents and staff for implementation of CCSS</li> <li>• Add more counselors for Career/College Readiness and Social Emotional support</li> <li>• Increase supports to English Learners through refinement of current programs and supplemental materials/curriculum</li> <li>• Improve collaboration and communication with parents through social media; updated websites; newsletters; consistent communication</li> </ul> </li> </ul>

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: February 17, 201; April 20, 2016; April 21, 2016; May 2, 2016; May 17, 2016; May 17, 2016; May 23, 2015 and May 31, 2016. 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
- Percent of 5th, 7th and 9th grade students who feel safe at school
- CAHSEE pass rates
- SBAC Assessment Data

In addition a review of 15-16 LCAP goals was shared as well as outcomes for each goal.

## 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 schoolsites 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 schoolsites 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).

**Action/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?

<p>GOAL 1:</p>	<p>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.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local : Specify</p>
<p>Identified Need :</p>	<p>For the 15-16 school year, the District had 98.7% of their teachers meet the highly qualified requirements. In addition, through LCAP surveys and stakeholder input, there was an identified need to recruit and retain fully credentialed teachers. In addition, stakeholder input identified facility modernization and upgrades as a high priority. Expanded AP courses, relevant CTE courses and electives was also identified as a need through stakeholder input.</p>	
<p>Goal Applies to:</p>	<p>Schools:          Applicable Pupil Subgroups:</p>	<p>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</p> <p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

1A: Recruit and retain fully credentialed teachers and increase to 100% highly qualified status and 0% misassignments  
 State Metrics: CALPADs report 3.4

- Attend recruitment fairs to recruit fully credentialed teachers which reflect the District demographics
- New teacher training to assist in teacher learning to improve services for students.
- Increase and improve services for students through the investment in teacher learning by providing two professional development days. Two professional development days increases the teacher work year from 183 and 185 and results in an increase to the salary schedule of 1.1%.

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.

- Continue implementation of CA State Standards in ELA and math in all classes with continued training and coaching support
- 100% of teachers trained in English Language Arts/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

State Metrics: Statewide assessments; EL Reclassification; Other Local Measures including Surveys

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

- Continue implementation of AVID in all middle/high schools
- Implement AVID Elementary at two pilot elementary sites 16-17
- Continue with GATE certification with training of an additional 25 teachers
- Provide after school enrichment/intervention opportunities through GATE, tutoring/intervention
- Continue Increase the number of AP courses by two per year
- Increase the percent of students who pass the AP exam with a three or better to 55%
- Provide increased opportunities for art exploration in all elementary and middle schools
- Purchase 8 labs to increase the number of 1:1 pilot technology sites

1D: 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.  
 Metrics: Local data through surveys; PD rosters; course development documents; music staffing FTEs

1E. Site improvements to ensure safe, modernized facilities as defined in the Master Facility Plan for each site

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A: a. Attend Chico State, CSU Sacramento, University of Houston, Sonoma State and UC Davis Recruitment Fairs to recruit and retain fully credentialed teachers and monitor HQT and assignments to ensure 100% compliance. b. New teacher training to assist in teacher learning to improve services for students.	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	1A (a) Recruitment Fair 5000-5999: Services And Other Operating Expenditures Base \$10,000 (b) New Teacher training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,000 (c) Two Professional Development Days 1000-1999: Certificated Personnel Salaries Other \$550,000

<p>C. Increase and improve services for students through the investment in teacher learning by providing two professional development days. Two professional development days increases the teacher work year from 183 and 185 and results in an increase to the salary schedule of 1.1%.</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>1B: a. Provide quality, ongoing professional development and collaboration related to CCSS in ELA/ELD, math, social science and NGSS  b. Provide time for elementary teachers to prepare for teaching CCSS and ELD standards through PE Specialists  c. Intensive Intervention Programs for students grades 4-12  d. Technology purchase for implementation of ELA/ELD, math, and intervention programs  e. Provide within the day ELA/Math/ELD intervention at all sites through Intervention teachers  f. Maintain Academic Program Coordinators/Assistant Principals by 8 FTE above the base staffing level to provide support to staff in the implementation of CA State Standards, NGSS, and ELD Standards  g. Provide administrator training in effective instructional supervision, ELD/ELA Standards, CCSS  h. Maintain Instructional Coaching program to support and improve the implementation of ELA/ELD and math standards and add three (3) NGSS coaches to assist in implementation of NGSS standards.  i. Maintain and increase the use of technology for the implementation of CCSS and supplemental programs through the use of Computer Technology Specialists at each site.</p>	<p>All schools and grade levels</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>1B (a) Professional Development-Total Schools Solution 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$204,600  (b) PE Specialists 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$464,600  (c) Supplemental Intensive Intervention Program 4000-4999: Books And Supplies Supplemental and Concentration \$585,000  (d) Technology for intensive intervention programs 4000-4999: Books And Supplies Supplemental and Concentration \$255,000  (e) Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,015,592  (f) Academic Program Coordinator/Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$978,312  (g) Administrator Training 5000-5999: Services And Other Operating Expenditures Other \$22,000  (h) Instructional Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$810,140  (i) Computer Technology Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$216,501  j-Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$160,000</p>

<p>j. Provide academic support/intervention with Instructional Aides</p>			
<p>1C:  a. Continue to implement AVID at all secondary sites and ensure that all sites attend AVID Summer Institute  b. Implement AVID Elementary Pilot Program at two sites  c. GATE certify a minimum of 25 additional grade 3-8 teachers district-wide  d. Increase AP course offerings by a minimum of two per year  e. Increase the number of students taking AP courses and passing the AP exam with a 3 or better to 55%  f. Continue the Artist in Residence program at all elementary sites in at least one grade level per site  g. Provide after school enrichment/intervention opportunities through GATE, tutoring/intervention  h. Expand the 1:1 technology project from 4 sites to 8 sites and ensure teachers receive adequate training</p>	<p>All schools and grade levels</p>	<p><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>	<p>1C a/b-AVID Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$47,595  c-GATE Training Presenters 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500  c-Teacher costs for GATE certification 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,809  d-NONE  e-None  f-Artist in Residence Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000  a/b-AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,600  g-Afterschool Enrichment Activities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,427  g-Afterschool Enrichment Activities 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$54,435  h-Technology 4000-4999: Books And Supplies Supplemental and Concentration \$136,000</p>
<p>1D: 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>	<p>ALL Schools and grade levels</p>	<p><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>	<p>1D Site Allocation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$170,518  1D Site Allocation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$14,248  1D Site Allocation 4000-4999: Books And Supplies Supplemental and Concentration \$1,194,160  1D Site Allocation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$340,506</p>
<p>1E Site improvements to ensure safe, modernized facilities as defined in the Master Facility Plan for each site</p>		<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>1E Site Facilities and Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$744,496</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>1A: Recruit and retain fully credentialed teachers and increase to 100% highly qualified status and 0% misassignments</p> <p>State Metrics: CALPADs report 3.4</p> <ul style="list-style-type: none"> <li>Attend recruitment fairs to recruit fully credentialed teachers which reflect the District demographics</li> <li>New teacher training to assist in teacher learning to improve services for students.</li> <li>Increase and improve services for students through the investment in teacher learning by providing two professional development days. Two professional development days increases the teacher work year from 183 and 185 and results in an increase to the salary schedule of 1.1%.</li> </ul> <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"> <li>Continue implementation of CA State Standards in ELA and math in all classes with continued training and coaching support</li> <li>100% of teachers trained in English Language Arts/English Language Development (ELD) standards</li> <li>100% of teachers trained in the New Generation Science Standards (NGSS) in grades K-5 and 6-12, content specific teachers</li> </ul> <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 and current technology</p> <ul style="list-style-type: none"> <li>Continue implementation of AVID in all middle/high schools</li> <li>Implement AVID Elementary at two pilot elementary sites 16-17</li> <li>Continue with GATE certification with training of an additional 25 teachers</li> <li>Provide after school enrichment/intervention opportunities through GATE, tutoring/intervention</li> <li>Continue Increase the number of AP courses by two per year</li> <li>Increase the percent of students who pass the AP exam with a three or better to 55%</li> <li>Provide increased opportunities for art exploration in all elementary and middle schools</li> <li>Purchase 8 labs to increase the number of 1:1 pilot technology sites</li> </ul> <p>Metrics: Local data through surveys; PD rosters; course development documents; music staffing FTEs</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A: a. Attend Chico State, CSU Sacramento, University of Houston, Sonoma State and UC Davis Recruitment Fairs to recruit and retain fully credentialed teachers and monitor HQT and assignments to ensure 100% compliance.	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	1A a-Recruitment Fairs 5000-5999: Services And Other Operating Expenditures Base \$10,000

<p>b. New teacher training to assist in teacher learning to improve services for students.                  C. Increase and improve services for students through the investment in teacher learning by providing two professional development days. Two professional development days increases the teacher work year from 183 and 185 and results in an increase to the salary schedule of 1.1%.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>(b) New Teacher training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,000                  (c) Two Professional Development Days 1000-1999: Certificated Personnel Salaries Other \$550,000</p>
<p>1B:                  a. Provide quality, ongoing professional development and collaboration related to CCSS in ELA/ELD, math, social science and NGSS                  b. Provide time for elementary teachers to prepare for teaching CCSS and ELD standards through PE Specialists                  c. Technology purchase for implementation of ELA/ELD and math curriculum                  d. Provide within the day ELA/Math/ELD intervention at all sites through Intervention teachers                  e. Maintain Academic Program Coordinators/Assistant Principals by 8 FTE above the base staffing level to provide support to staff in the implementation of CA State Standards, NGSS, and ELD Standards                  f. Provide administrator training in effective instructional supervision, ELD/ELA Standards, CCSS                  g. Maintain Instructional Coaching program to support and improve the implementation of ELA/ELD and math standards and add three (3) NGSS coaches to assist in implementation of NGSS standards.                  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                  I. Provide academic support/intervention with Instructional Aides</p>	<p>All schools and grade levels</p>	<p><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>	<p>1B                  a-Professional Development -Total Schools Solution 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$204,600                  b-PE Specialists 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$464,600                  c-Technology for intensive intervention programs 4000-4999: Books And Supplies Supplemental and Concentration \$255,000                  d-Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,015,592                  e-Academic Program Coordinator/Assistant Principals 8 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$978,312                  g-Administrator Training 5000-5999: Services And Other Operating Expenditures Other \$22,000                  h-Instructional Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$810,140                  i-Computer Technology Specialists 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$216,501                  j-Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$160,000</p>
<p>1C:</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All</p>	<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 Pilot Program at two sites</p> <p>c. GATE certify a minimum of 25 additional grade 3-8 teachers district-wide</p> <p>d. Increase AP course offerings by a minimum of two per year</p> <p>e. Increase the number of students taking AP courses and passing the AP exam with a 3 or better to 55%</p> <p>f. Continue the Artist in Residence program at all elementary sites in at least one grade level per site</p> <p>g. Provide after school enrichment/intervention opportunities through GATE, tutoring/intervention</p> <p>h. Expand the 1:1 technology project from 4 sites to 8 sites and ensure teachers receive adequate training</p>	<p>and grade levels</p>	<p>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>	<p>a/b-AVID Membership                      5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$47,595</p> <p>a/b-AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,600</p> <p>c-GATE Training Presenters 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500</p> <p>c- Teacher costs for GATE certification 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,809</p> <p>d-None</p> <p>e-None</p> <p>f-Artist in Residence Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000</p> <p>g-Afterschool Enrichment Activities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,427</p> <p>g-Afterschool Enrichment Activities 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$54,435</p> <p>h-Technology 4000-4999: Books And Supplies Supplemental and Concentration 136,000</p>
<p>1D: 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>	<p>All schools all grade levels</p>	<p><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>	<p>1D Site Allocation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$170,518</p> <p>1D Site Allocation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$14,248</p> <p>1D Site Allocation 4000-4999: Books And Supplies Supplemental and Concentration \$1,194,160</p> <p>1D Site Allocation 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary \$340,506</p>
<p>1E Site improvements to ensure safe, modernized facilities as defined in the Master Facility Plan for each site</p>		<p><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</p>	<p>1E Site Facilities and Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,741,123</p>

		<input type="checkbox"/> Other Subgroups: (Specify)	
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**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>1A: Recruit and retain fully credentialed teachers and increase to 100% highly qualified status and 0% misassignments                  State Metrics: CALPADs report 3.4</p> <ul style="list-style-type: none"> <li>• Attend recruitment fairs to recruit fully credentialed teachers which reflect the District demographics</li> <li>• New teacher training to assist in teacher learning to improve services for students.</li> <li>• Increase and improve services for students through the investment in teacher learning by providing two professional development days. Two professional development days increases the teacher work year from 183 and 185 and results in an increase to the salary schedule of 1.1%.</li> </ul> <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"> <li>• Continue implementation of CA State Standards in ELA and math in all classes with continued training and coaching support</li> <li>• 100% of teachers trained in English Language Arts/English Language Development (ELD) standards</li> <li>• 100% of teachers trained in the New Generation Science Standards (NGSS) in grades K-5 and 6-12, content specific teachers</li> </ul> <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 and current technology</p> <ul style="list-style-type: none"> <li>• Continue implementation of AVID in all middle/high schools</li> <li>• Implement AVID Elementary at two pilot elementary sites 16-17</li> <li>• Continue with GATE certification with training of an additional 25 teachers</li> <li>• Provide after school enrichment/intervention opportunities through GATE, tutoring/intervention</li> <li>• Continue Increase the number of AP courses by two per year</li> <li>• Increase the percent of students who pass the AP exam with a three or better to 55%</li> <li>• Provide increased opportunities for art exploration in all elementary and middle schools</li> <li>• Purchase 8 labs to increase the number of 1:1 pilot technology sites</li> </ul> <p>Metrics: Local data through surveys; PD rosters; course development documents; music staffing FTEs</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1A:                      a. Attend Chico State, CSU Sacramento, University of Houston, Sonoma State and UC Davis Recruitment Fairs to recruit and retain fully credentialed teachers and monitor HQT and assignments to ensure 100% compliance.                      b. New teacher training to assist in teacher learning to improve services for students.</p>	<p>All schools and grade levels</p>	<p><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>	<p>1A (a) Recruitment Fair 5000-5999: Services And Other Operating Expenditures Base \$10,000                      (b) New Teacher training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,000                      (c) Two Professional Development Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$550,000</p>

<p>C. Increase and improve services for students through the investment in teacher learning by providing two professional development days. Two professional development days increases the teacher work year from 183 and 185 and results in an increase to the salary schedule of 1.1%.</p>			
<p>1B:  a. Provide quality, ongoing professional development and collaboration related to CCSS in ELA/ELD, math, social science and NGSS  b. Provide time for elementary teachers to prepare for teaching CCSS and ELD standards through PE Specialists  c. Technology purchase for implementation of ELA/ELD and math curriculum  d. Provide within the day ELA/Math/ELD intervention at all sites through Intervention teachers  e. Maintain Academic Program Coordinators/Assistant Principals by 8 FTE above the base staffing level to provide support to staff in the implementation of CA State Standards, NGSS, and ELD Standards  f. Provide administrator training in effective instructional supervision, ELD/ELA Standards, CCSS  g. Maintain Instructional Coaching program to support and improve the implementation of ELA/ELD and math standards and add three (3) NGSS coaches to assist in implementation of NGSS standards.  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  i. Provide academic support/intervention with Instructional Aides</p>	<p>All schools and grade levels</p>	<p><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>	<p>1B  a-Professional Development-Total Schools Solution 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$204,600  b-PE Specialists 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$464,600  c-Technology for Intervention programs 4000-4999: Books And Supplies Supplemental and Concentration \$255,000  d- Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$625,788  e-Academic Program Coordinators/Assistant Principals 8FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$978,312  f-Administrator Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,000  g-Instructional Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$810,140  h-Computer Technology Specialists 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$261,501  i-Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$160,000</p>
<p>1C:  a. Continue to implement AVID at all secondary sites and ensure that all sites attend AVID Summer Institute</p>	<p>All schools and grade levels</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>1C  a/b AVID Membership</p>

<p>b. Implement AVID Elementary Pilot Program at two sites</p> <p>c. GATE certify a minimum of 25 additional grade 3-8 teachers district-wide</p> <p>d. Increase AP course offerings by a minimum of two per year</p> <p>e. Increase the number of students taking AP courses and passing the AP exam with a 3 or better to 55%</p> <p>f. Continue the Artist in Residence program at all elementary sites in at least one grade level per site</p> <p>g. Provide after school enrichment/intervention opportunities through GATE, tutoring/intervention</p> <p>h. Expand the 1:1 technology project from 4 sites to 8 sites and ensure teachers receive adequate training</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: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$47,595</p> <p>a/b AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,600</p> <p>c-GATE Training Presenters 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500</p> <p>c-Teacher Costs for GATE Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,809</p> <p>d-None</p> <p>e-None</p> <p>f-Artist in Residence 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000</p> <p>g-Afterschool Enrichment Activities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,427</p> <p>g-Afterschool Enrichment Activities 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$54,435</p> <p>h-Technology 4000-4999: Books And Supplies Supplemental and Concentration \$136,000</p>
<p>1D: 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>	<p>All schools all grades</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: (Specify)</p>	<p>1D Site Allocation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$170,518</p> <p>1D Site Allocation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$14,248</p> <p>1D Site Allocation 4000-4999: Books And Supplies Supplemental and Concentration \$1,194,160</p> <p>1D Site Allocation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$340,506</p>
<p>1E Site improvements to ensure safe, modernized facilities as defined in the Master Facility Plan for each site</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: (Specify)</p>	<p>1E Site Facilities and Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,230,674</p>

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

<p>GOAL 2:</p>	<p>Goal 2: Provide a rigorous and comprehensive program to ensure the academic achievement of ALL students as they transition to graduation and beyond.</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u>          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>Only 12.5% of English Learners redesignate annually; 16% of English Learners are identified as LTELs; 29% of ELs in the US less than 5 years meet AMAO 2 and 60.1% in US schools 5 or more years meet AMAO2; 9% of English Learners are proficient in ELA and 8% in math; 42.5% of YCUSD students graduate meeting the A-G requirements; 52% of students who take the AP exam pass the exam with a 3 or better; 92.98% of 12th 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.</p>	
<p>Goal Applies to:</p>	<p>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</p> <p>Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

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

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

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. Provide professional development to teachers in the implementation of new curriculum and new ELD standards	All Schools and grade levels	<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)	2A a-ALLIES Integrated ELD Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title III \$8,600 a- ALLIES Integrated ELD Professional Development 1000-1999: Certificated Personnel Salaries Title II \$57,468
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 English Learners as well as Long Term English Learners c. Maintain use of Illuminate to facilitate data analysis of student progress related to ELA and math performance	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)	(a) English 3D 4000-4999: Books And Supplies Title III \$100,000 (b) Professional Development Total School Solutions 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$75,000 (c) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$70,000

<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. Task Force Leads to assist sites with College and Career Readiness</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 Subgroups: (Specify)</p>	<p>2C (a) Coordinator of Secondary Education 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$62,909</p> <p>(b) Junior Achievement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p> <p>(c) ACT/SAT Test Prep 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000</p> <p>(d) Fall Into Leadership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,300</p> <p>(d) Substitutes for Fall Into Leadership 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,400</p> <p>(e) College campus tours for AVID/ELLs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p> <p>f- Task Force Leads 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,375</p>
<p>2D 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>	<p>ALL schools, all 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 Subgroups: (Specify)</p>	<p>2D Site Allocations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$190,498</p> <p>2D Site Allocations 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$246,143</p> <p>2D Site Allocations 4000-4999: Books And Supplies Supplemental and Concentration \$26,845</p> <p>2D Site Allocations 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$26,421</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

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

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

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. Provide professional development to teachers in the implementation of new curriculum and new ELD standards	ALL grade levels	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A a-ALLIES Integrated ELD Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title III \$8,600 a-ALLIES Integrated ELD Professional Development 1000-1999: Certificated Personnel Salaries Title II \$57,468
2B a. Provide professional development to all staff related to effective instructional practices for Long Term English Learners  b. Maintain use of Illuminate to facilitate data analysis of student progress related to ELA and math performance	ALL grade levels	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2B a-Professional Development Total School Solutions 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 75,000 (b) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$70,000

<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. Task Force Leads to assist sites with College and Career Readiness</p>	<p>ALL 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 Subgroups: (Specify)</p>	<p>2C (a) Coordinator of Secondary Education 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$62,909</p> <p>(b) Junior Achievement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p> <p>(c) ACT/SAT Test Prep 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000</p> <p>(d) Fall Into Leadership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000</p> <p>(d) Substitute Teachers for Fall Into Leadership 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000</p> <p>(e) College campus tours for AVID/ELLs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p> <p>f-Task Force Leads 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,375</p>
<p>2D 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>		<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: (Specify)</p>	<p>2D Site Allocations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$190,498</p> <p>2D Site Allocations 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$246,143</p> <p>2D Site Allocations 4000-4999: Books And Supplies Supplemental and Concentration \$26,845</p> <p>2D Site Allocations 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary \$26,421</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

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

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

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.. Provide professional development to teachers in the implementation of ELD curriculum and new ELD standards	ALL grade levels	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A a-ALLIES Integrated ELD Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title III \$8,600 a-ALLIES Integrated ELD Professional Development 1000-1999: Certificated Personnel Salaries Title II \$57,468
2B a. Provide professional development to all staff related to effective instructional practices for Long Term English Learners  b. Maintain use of Illuminate to facilitate data analysis of student progress related to ELA and math performance	ALL grade levels	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2B (a) Professional Development Support Total School Solutions 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$75,000  (b) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$70,000

<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. Task Force Leads to assist sites with College and Career Readiness</p>	<p>ALL 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 Subgroups: (Specify)</p>	<p>2C (a) Coordinator of Secondary Education 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$62,909</p> <p>(b) Junior Achievement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p> <p>(c) ACT/SAT Test Prep 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000</p> <p>(d) Fall Into Leadership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000</p> <p>(d) Substitutes for Fall Into Leadership 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000</p> <p>(e) College campus tours for AVID/ELLs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p> <p>f-Task Force Leads 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,375</p>
<p>2D 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>		<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: (Specify)</p>	<p>2D Site Allocations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$190,498</p> <p>2D Site Allocations 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$246,143</p> <p>2D Site Allocations 4000-4999: Books And Supplies Supplemental and Concentration \$26,845</p> <p>2D Site Allocations 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$26,421</p>

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

GOAL 3:	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 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need : YCUSD has a 7.7% drop out rate and a 87.9% 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; 94.8% attendance rate; Less than 59% of 7th, 9th and 11th graders feel safe at school; Parent participation in trainings and district meetings has increased by at least 10 more parents per training/meeting but this continues to be an area of concern.

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

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- 3A: Decrease suspension/expulsion rate for all students by 2%  
State Metrics: Suspension/Expulsion Rates
- 3B: Increase graduation rates to state expected rates of all students  
State Metrics: Graduation Rates
- 3C: Increase percent of students who feel safe at school by 5%  
State Metrics: California Healthy Kids Survey
- 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
- 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
3A a. Implement Positive Behavior Intervention and Supports (PBIS) at six schools and Why Try and continue with Nurtured Heart program 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	a.AL, Gray, King, Park, APHS, RVHS b. All high schools c. Gray, RVHS, YCHS, AK	<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) PBIS Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$28,000 (b) Comprehensive Counseling Program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,898,000 (c) 4 FTE In School Positive Attendance Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$320,000

<p>3B  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  b. Continue to provide summer school for credit deficient students as well as all at-risk 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  e. Hire three 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.  f. Supplemental Reading Program</p>	<p>ALL</p>	<p><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>	<p>3B (a) High school counselors  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$879,927  (b) Summer School Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$184,489  (b) Summer School Classified Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,774  (b) Materials and supplies for Summer School 4000-4999: Books And Supplies Supplemental and Concentration \$10,000  (b) Summer School Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,923  (c) Odysseyware On-line Credit Recovery 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$73,000  (d) .50 Program Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,871  (e) 3 FTE School Social Workers 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$321,000  f-Renaissance Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p>
<p>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  c.. Noon Duty/Campus Supervisors</p>	<p>ALL high schools, grades 9-12</p>	<p><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>	<p>3C(a) Resource Officers/Probation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$282,860  (b) Interquest Canine Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$170,436  c. Noon Duty/Campus Supervisors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$148,491</p>

<p>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  e. Continue to implement Parent Liaisons at King Avenue, Park Avenue, Bridge Street and add to April Lane</p>	<p>ALL high schools, grades 9-12</p>	<p><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>	<p>3D (a) Clerical to assist with Parent Participation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,000  (b) Parent mailings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000  (c) District webmaster 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000  (d) Edulink Autodialer 5000-5999: Services And Other Operating Expenditures Base \$13,271  (e) Parent Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,917  (e) Parent Liaisons 2000-2999: Classified Personnel Salaries Title I \$152,557</p>
<p>3E  a. Continue use of A2A attendance program to increase attendance and decrease truancy/tardy rates  b. Maintain home to school transportation for students</p>	<p>All Schools all grade levels</p>	<p><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>	<p>3E (a) A2A Attendance System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,000  (b) Home to School Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,876,323</p>
<p>3F 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>	<p>All Schools all grade levels</p>	<p><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>	<p>3F Site Allocations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$222  3F Site Allocations 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$242,528  3F Site Allocations 4000-4999: Books And Supplies Supplemental and Concentration \$32,601  3F Site Allocations 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,238</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

- 3A: Decrease suspension/expulsion rate for all students by 2%  
State Metrics: Suspension/Expulsion Rates
- 3B: Increase graduation rates to state expected rates  
State Metrics: Graduation Rates
- 3C: Increase percent of students who feel safe at school by 5%  
State Metrics: California Healthy Kids Survey
- 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
- 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. Continue Positive Behavior Intervention and Supports (PBIS) at twelve schools 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>c. Provide alternative to suspension through an in school positive attendance and behavior classroom at Gray Avenue, RVHS, YCHS and Andros Karperos</p>	<p>a.AL, Gray, King, Park, APHS, RVHS</p> <p>b. All high schools</p> <p>c. Gray, RVHS, YCHS, AK</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: (Specify)</p>	<p>3A (a) PBIS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$56,000</p> <p>b- Comprehensive Counseling Elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,898,000</p> <p>c-4 FTE in School Positive Attendance Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$320,000</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 as well as all at-risk 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</p>	<p>ALL schools, all 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 Subgroups: (Specify)</p>	<p>3B</p> <p>a-High School Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$879,927</p> <p>b-Summer School Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$184,489</p> <p>b-Summer School Classified Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,774</p>

<p>increase academic success and graduation rates of SWD  e. Hire three 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.  f. Supplemental Reading Program</p>			<p>b- Materials/Supplies for Summer School 4000-4999: Books And Supplies Supplemental and Concentration \$10,000  b-Summer School Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,923  (c) Odysseyware On0line Credit Recovery 5000-5999: Services And Other Operating Expenditures Title I \$73,000  d-.50 FTE Program Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,871  (e) 3 FTE School Social Workers 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$321,000  (f) Renaissance Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p>
<p>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  c. Noon Duty/Campus Supervisors</p>	<p>ALL schools, all grade levels</p>	<p><input checked="" type="checkbox"/> All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify)</p>	<p>3C  a-Resource Officers/Probation Officers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$282,860  b-Interquest Canine 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$170,436  c. Noon Duty/Campus Supervisors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$148,491</p>
<p>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  e. Continue to implement Parent Liaisons at King Avenue, Park Avenue, Bridge Street, April Lane and add two additional schools</p>	<p>ALL schools, all grade levels</p>	<p><input checked="" type="checkbox"/> All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify)</p>	<p>3D  a-Clerical to assist with Parent Participation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,000  b-Parent mailings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000  c-District Webmaster 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000  d-Edulink Autodialer 5000-5999: Services And Other Operating Expenditures Base \$13,271  e-Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,917  e-Parent Liaison 2000-2999: Classified Personnel Salaries Title I \$152,557</p>

<p>3E a. Continue use of A2A attendance program to increase attendance and decrease truancy/tardy rates b. Maintain home to school transportation for students</p>	<p>ALL schools, all grade levels</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>3E a-A2A Attendance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,000 b-Home to School Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,876,323</p>
<p>3F 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>	<p>ALL schools, all grade levels</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>3F Site Allocations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$222 3F Site Allocations 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$242,528 3F Site Allocations 4000-4999: Books And Supplies Supplemental and Concentration \$32,601 3F Site Allocations 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,238</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>3A: Decrease suspension/expulsion rate for all students by 2% State Metrics: Suspension/Expulsion Rates 3B: Increase graduation rates to state expected rates State Metrics: Graduation Rates 3C: Increase percent of students who feel safe at school by 5% State Metrics: California Healthy Kids Survey 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 3E: Decrease absences, truancy, and tardies by 3% State Metrics: Attendance rates</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3A a. Implement Positive Behavior Intervention and Supports (PBIS) at ALL schools and Why Try and continue with Nurtured Heart program b. Maintain Comprehensive Counseling program grades K-12 to increase students feelings of connectedness and safety</p>	<p>a. AL, Gray, King, Park, APHS, RVHS b. All high schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	<p>3A a-PBIS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$84,000 b-Comprehensive Counseling program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,898,000</p>

<p>c. Provide alternative to suspension through an in school positive attendance and behavior classroom at Gray Avenue, RVHS, YCHS and Andros Karperos</p>	<p>c. Gray, RVHS, YCHS, AK</p>	<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>c-4 FTE In School Positive Attendance Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$320,000</p>
<p>3B  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  b. Continue to provide summer school for credit deficient students as well as all at-risk 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  e. Hire three 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.  f. Supplemental Reading Program</p>	<p>ALL Schools, all grade levels</p>	<p><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>	<p>3B  a-High School Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$879,927  b-Summer School Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$184,489  b-Summer School Classified Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,774  b-Materials/Supplies for Summer School 4000-4999: Books And Supplies Supplemental and Concentration \$10,000  b-Summer School Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,923  (c) Odysseyware On0line Credit Recovery 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$73,000  d-.50 FTE Program Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,871  (e) 3 FTE School Social Workers 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$321,000  (f) Renaissance Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p>
<p>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  c. Noon Duty/Campus Supervisors</p>	<p>ALL schools, all grade levels</p>	<p><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>	<p>3C  a-Resource Officers/Probation Officers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$282,860  b-Interquest Canine 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary \$170,436  c. Noon Duty/Campus Supervisors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$148,491</p>

<p>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  e. Continue to implement Parent Liaisons at King Avenue, Park Avenue, Bridge Street, April Lane and add two additional schools</p>	<p>ALL schools, all grade levels</p>	<p><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>	<p>3D  a-Clerical to assist with Parent Participation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,000  b-Parent mailings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000  c-District Webmaster 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000  d-Edulink Autodialer 5000-5999: Services And Other Operating Expenditures Base \$13,271  e-Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,917  e-Parent Liaison 1000-1999: Certificated Personnel Salaries Title I \$152,557</p>
<p>3E  a. Continue use of A2A attendance program to increase attendance and decrease truancy/tardy rates  b. Maintain home to school transportation for students</p>	<p>ALL schools, all grade levels</p>	<p><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>	<p>3E  a-A2A Attendance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,000  b-Home to School Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,876,323</p>
<p>3F 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>	<p>ALL schools, all grade levels</p>	<p><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>	<p>3F Site Allocations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$222  3F Site Allocations 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$242,528  3F Site Allocations 4000-4999: Books And Supplies Supplemental and Concentration \$32,601  3F Site Allocations 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary \$14,238</p>

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

## 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 1 from prior year LCAP:	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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 5 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify
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	
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"> <li>Recruit and retain fully credentialed teachers and increase to 95% highly qualified status and 0% misassignments</li> </ul> <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"> <li>Increase implementation of CA State Standards in ELA and math to 100% in all classes with continued training and coaching support</li> <li>100% of teachers trained in English Language Development (ELD) standards</li> <li>100% of teachers trained in the New Generation Science Standards (NGSS) in grades K-5 and 6-12, content specific teachers</li> </ul> <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"> <li>9 of 9 middle/high schools will implement AVID in 15-16</li> <li>Explore AVID Elementary for implementation for 16-17</li> <li>26 teachers will complete GATE certification</li> <li>Increase the number of AP courses by two</li> <li>Increase additional music opportunities by 100% classroom music at JK-3 and one additional music</li> </ul> <p>Metrics: Local data through surveys; PD rosters; course development documents; music staffing FTEs</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1a. The District participated in the following recruitment fairs in an effort to recruit fully credentialed teachers, reflecting the Districts' demographics: University of Texas, CSU Chico, CSU Sacramento, Sonoma State, UC Davis, East Bay, and Pasadena. The District had 98.7% of teaching staff identified as HQT and had no teachers misassigned.</p> <p>1b. All K-12 teachers have been trained in CA Content Standards; 25% in the ELD standards; ALL 6-12 Science teachers have had an overview in the NGSS; and 50% of the K-5 have an overview of the NGSS</p> <p>1c. All middle and high school sites are implementing AVID Secondary. The District has identified two sites for implementation of AVID Elementary as pilot sites. Secondary and elementary staff will be attending AVID Summer Institute in July 2016. 32 3rd-5th grade teachers were GATE certified and the District added four new AP courses and saw an increase in percentage of students passing the AP exams with a 3 or higher from 47% to 52%. Music opportunities have expanded and are consistently now at grades 2-12. The District continues to address the need at grades JK-1st.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
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.	1A NONE	1A: The District attended multiple recruitment fairs in California and attended a recruitment fair in Texas. 98.7% of the district teachers met the HQT requirement with 0 misassignments.	Attendance Recruitment Fair 5000-5999: Services And Other Operating Expenditures Base \$10,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>All schools and grade levels</td> </tr> </table>	Scope of Service	All schools and grade levels		<table border="1"> <tr> <td>Scope of Service</td> <td>All schools and grade levels</td> </tr> </table>	Scope of Service	All schools and grade levels	
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<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</p>	<p>1B</p> <p>a-5000-5999 Professional Development Supplemental and Concentration \$187,972</p> <p>5000-5999 Travel and Conferences Supplemental and Concentration \$1500</p> <p>1000-1999 Certificated Salaries Supplemental and Concentration \$97,856</p> <p>b-1000-1999 Certificated Salaries Supplemental and Concentration \$625,788</p> <p>c-4000-4999 Materials/Supplies Supplemental and Concentration \$150,000</p> <p>d-1000-1999 Certificated Salaries Supplemental and Concentration \$1,302,283</p>	<p>a. The District continued to provide ongoing ELA and math CCSS training to all staff. Training also occurred related to the new ELA/ELD standards.</p> <p>b. PE Specialists continued to provide elementary teacher prep time.</p> <p>c. Mobile labs were purchased to continue with implementation of the CCSS.</p> <p>d. All sites were provided with a full time intervention teacher.</p> <p>e. APC/AP's were provided to all but three sites in the District per the LCAP unduplicated count formula or enrollment.</p> <p>f. District administrators were provided with ongoing training related to implementation of the CCSS.</p> <p>g. 13 Instructional coaches provided teacher support in the implementation of the CCSS and ELD standards.</p> <p>h. Each site was provided with a Computer Technology Specialist who</p>	<p>1B (a)CCSS and ELD Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$136,474</p> <p>(a) CCSS and ELD Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$ 145,084</p> <p>(b) PE Specialists 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$464,600</p> <p>(c) Technology 4000-4999: Books And Supplies Supplemental and Concentration \$398,121</p> <p>(d) Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,028,982</p> <p>(e) Academic Program Coordinator/AP 1000-1999: Certificated Personnel</p>				

<p>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>i. Provide additional intervention support through the use of Instructional Aides</p>	<p>e-1000-1999 Certificated Salaries Supplemental and Concentration \$781,478</p> <p>f-5000-5999 Professional Development Title II \$25,000</p> <p>g-1000-1999 Certificated Salaries Supplemental and Concentration \$1,072,776</p> <p>h-20002-2999 Classified Salaries Supplemental and Concentration \$275,278</p>	<p>assisted with technology for the implementation of the CCSS.</p> <p>i. Instructional Aides were added at some sites to provide additional within the day intervention to at-risk students.</p>	<p>Salaries Supplemental and Concentration \$664,634</p> <p>(f) CCSS/ELD/ELA Administrator Training 5000-5999: Services And Other Operating Expenditures Title II \$7482</p> <p>(g) Instructional Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$854,339</p> <p>(h) Computer Technology Specialists 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$216,500</p> <p>(i) Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$159,217</p>				
<table border="1"> <tr> <td data-bbox="111 849 237 906">Scope of Service</td> <td data-bbox="237 849 558 906">All schools and grade levels</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	Scope of Service	All schools and grade levels		<table border="1"> <tr> <td data-bbox="1041 849 1167 906">Scope of Service</td> <td data-bbox="1167 849 1503 906">All schools and grade levels</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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>	Scope of Service	All schools and grade levels	
Scope of Service	All schools and grade levels						
Scope of Service	All schools and grade levels						
<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>1C</p> <p>a-1000-1999 Certificated Salary Supplemental and Concentration \$58,336</p> <p>b-5000-5999 Dues/Membership Supplemental and Concentration \$89,420</p>	<p>a. One FTE was added to increase music opportunities for all students. Grades Jk-1 did not receive classroom music.</p> <p>b. ALL secondary sites 6-12 implemented AVID</p> <p>c. A .40 AVID Elective teacher was provided for one of the high school sites</p>	<p>1C (a) One FTE Music Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$72,600</p> <p>(b) AVID Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$32,265</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>i. Supplemental Music/Art/AVID Supplies</p> <p>j. Fees for AVID Field Trips to Colleges</p> <p>k. Task Force Leads</p> <p>l. Student Agendas to assist students in access to CCSS</p>	<p>1000-1999 Certificated Salaries Supplemental and Concentration \$389,629</p> <p>2000-2999 Classified Salaries Supplemental and Concentration \$50,000</p> <p>c-1000-1999 Certificated Salary Supplemental and Concentration \$22,483</p> <p>d-5000-5999 Professional Development Supplemental and Concentration \$25,000</p> <p>e-5000-5999 Professional Development Title II \$87,300</p> <p>f-NONE</p> <p>g-NONE</p> <p>h-5000-5999 Subagreement for services Supplemental and Concentration \$30,000</p>	<p>d. AVID elementary was researched and will be implemented in the 2016 school year at two sites.</p> <p>e. 25 teachers were GATE certified</p> <p>f. AP courses were increased by four</p> <p>g. 52% of the students passed AP exams with a 3 or better</p> <p>h. Only four sites implemented Artist in Residence program.</p> <p>i. Supplemental music, art, AVID supplies were purchased for district wide use</p> <p>j. AVID students participated in college tours throughout northern California</p> <p>k. Task Force Leads were provided to assist in student access to a wide range of courses.</p> <p>l. Student agendas were provided to increase work performance and to increase parent communication.</p>	<p>(b) AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$17,819</p> <p>(e) GATE Certification 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,625</p> <p>(i) Supplemental Music/Art/AVID Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$60,982</p> <p>(j) AVID Student Fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$42,808</p> <p>(k) Task Force Leads 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,375</p> <p>(l) Student Agendas 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$70,998</p>				
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Add new teacher training day (\$21,000); Add two days of professional development for certificated staff on the salary scheduled which equates to 1.1%; purchase Read 180 for 4-12 Intensive Intervention program (\$585,000); Implement AVID Elementary at two sites (\$10,000); Implement after school enrichment opportunities for all students (\$54,435); Expand 1:1 technology devices (\$136,000); Add one FTE Assistant Principal at Gray Avenue School (\$85,000)

**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.**

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 2 from prior year LCAP:	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 <u>X</u> 5 6 7 8 <u>X</u>  COE only: 9 10  Local : Specify	
Goal Applies to:	<p>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</p> <p>Applicable Pupil Subgroups: All</p>		
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>	Actual Annual Measurable Outcomes:	The District exceeded the AMAO targets for AMAOA 1 and 2 for all English Learners. The District increased the percent of students who met the A-G requirements from 35.4% to 42.5%. The percent of students who entered postsecondary education, military or employment decreased by .5%. The percentage of students who took the AP exam and passed with a score of three or better increased from 47% to 52%.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
<p>2A</p> <p>a. Provide appropriate supplemental materials to assist English Learners in their acquisition of English skills</p> <p>b. Provide professional development to teachers in the implementation of new curriculum and new ELD standards</p> <p>c. Illuminate student data system to monitor and track student progress</p>	<p>2A</p> <p>a-4000-4999 Materials/Supp Title III \$75,000</p> <p>5000-5999 Services Supplemental and Concentration \$36,817</p> <p>b-1000-1999 Certificated Salaries Supplemental and Concentration \$97,856</p> <p>5000-5999 Supplemental and Concentration \$60,000</p>	<p>a. The District did not purchase the ELD materials for the 15-16 school year but has identified the materials and will purchase for 161-7.</p> <p>b. Teachers participated in an extensive ELA/ELD professional development series both on and off campus.</p> <p>c. Illuminate continues to be used to store student assessment data.</p>	<p>2A (a) 4000-4999: Books And Supplies Title III \$2,710</p> <p>(b) ELD professional development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$236,126</p> <p>(c) Illuminate 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$70,114</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>All Schools and grade levels</td> </tr> </table>	Scope of Service	All Schools and grade levels		<table border="1"> <tr> <td>Scope of Service</td> <td>All grade levels</td> </tr> </table>	Scope of Service	All grade levels	
Scope of Service	All Schools and grade levels						
Scope of Service	All grade levels						
<p>X All</p> <p>-----</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>		<p>X All</p> <p>-----</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</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>2B</p> <p>a-4000-4999 Materials/Supp Supplemental and Concentration \$25,000</p> <p>b-5000-5999 Professional Development Title III \$15,000</p> <p>c-5000-5999 Services Supplemental and Concentration \$75,000</p>	<p>a. Limited supplemental materials were not purchased.</p> <p>b. Extensive professional development was provided to teachers and administrators related addressing the needs of LTELs.</p> <p>c. Illuminate was maintained to store student data</p>	<p>2B (a) Supplemental Materials for LTELS 4000-4999: Books And Supplies Supplemental and Concentration \$1,380</p> <p>(b) Professional Development for LTELS 5000-5999: Services And Other Operating Expenditures Title II \$93,000</p> <p>(c) Illuminate 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$70,114</p>				

Scope of Service	All Schools and grade levels	Scope of Service	All grade levels
<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</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</p> <p>a-1000-1999 Certificated Salary Supplemental and Concentration \$62,909</p> <p>b-5000-5999 Services Title I \$25,000</p> <p>c-5000-5999 Services Supplemental and Concentration \$10,000</p> <p>d/e 5000-5999 Services Supplemental and Concentration \$40,000</p>	<p>a. A CTE/Secondary Education Coordinator was maintained to address Career and College Readiness of our students.</p> <p>b. Implementation of Junior Achievement was at grades 6-12.</p> <p>c. Test prep was not provided during the 15-16 school year.</p> <p>d. Fall Into Leadership Conference was held in October 2015.</p> <p>e. AVID, ELL and CTE students toured college campuses throughout California.</p> <p>f. Students with disabilities continue to receive academic and social emotional support through additional Program Specialist time and counseling time.</p>	<p>2C (a) Coordinator of CTE/Secondary Ed 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$51,600</p> <p>(b) Career and College Ready 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,772</p> <p>(d) Fall Into Leadership Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,871</p> <p>(e) College Campus tours 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,032</p>

Scope of Service	All Schools and grade levels		Scope of Service	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)			<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?	Implement ALLIES Integrated ELD professional development (\$8,600); Purchase English 3D for LTELS (\$100,000);				

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.

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 3 from prior year LCAP:	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 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8  COE only: 9 10  Local : Specify
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Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

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 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>	Actual Annual Measurable Outcomes:	<p>The 15-16 suspension/expulsion data indicated that expulsion for socio-economically disadvantaged youth decreased by more than 2%. However, suspension rates remained the same for this group. Unfortunately, suspension/expulsion rates for all other subgroups increased slightly district-wide. Graduation rates surpassed state expected rates by 5.6%. Students who feel at school did not meet the expected target and only grade 7 improved by 1%. Parent participation increased significantly with more than 10 parents attending at each meeting. Attendance rates decreased by .3% district-wide.</p>
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
3A a. Implement Positive Behavior Intervention and Supports (PBIS) and Why Try and continue with Nurtured Heart program	3A a-5000-5999 Services Supplemental and Concentration \$100,000	a. The District did not implement PBIS but had a District administrative training on PBIS. Nurtured Heart trainings continued district-wide to both staff and parents. The comprehensive counseling plan continued K-12.	(b) Elementary/Middle Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,898,294

<p>b. Maintain Comprehensive Counseling program grades K-12 to increase students feelings of connectedness and safety</p>	<p>b- 1000-1999 Certificated Salaries Supplemental and Concentration \$1,113,000</p>						
<table border="1"> <tr> <td data-bbox="100 264 243 326">Scope of Service</td> <td data-bbox="243 264 569 326">ALL high schools, grades 9-12</td> </tr> </table>	Scope of Service	ALL high schools, grades 9-12		<table border="1"> <tr> <td data-bbox="1031 264 1182 326">Scope of Service</td> <td data-bbox="1182 264 1514 326">All grade levels</td> </tr> </table>	Scope of Service	All grade levels	
Scope of Service	ALL high schools, grades 9-12						
Scope of Service	All grade levels						
<p>X All                  -----                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups: (Specify)</p>		<p>X All                  -----                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>					
<p>3B                  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                  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                  e. Supplemental resources and professional development for counselors                  f. Supplemental Reading Program</p>	<p>3B                  a-1000-1999 Certificated Salaries Supp/Con Supplemental and Concentration \$879,927                  b-1000-1999 Certificated Salaries Supplemental and Concentration \$14,967                  2000-2999 Supplemental and Concentration \$5,641                  c-4000-4999 Materials/Supplies Supplemental and Concentration \$28,552                  d-1000-1999 Certificated Salaries Supplemental and Concentration \$59,323</p>	<p>a. The District maintained a high school counseling ratio of 1:300 at both comprehensive high schools.                  b. Summer school was provided in the 15-16 school and served over 800 students.                  c. On-line credit recovery was provided within the school year at both comprehensive high schools, alternative ed programs, and the continuation high school.                  d. Two full time Program Specialists were maintained to provide support to teachers and SWDs.                  e. Counseling staff were provided with professional development related to dealing with difficult students and supplemental resources were purchased for classroom and group lessons.                  f. Renaissance Learning, a supplemental reading program, was used at identified schools.</p>	<p>(a) Counselors-High School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$682,330                  (b) Summer School Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$161                  (c) Odysseyware 5000-5999: Services And Other Operating Expenditures Title I \$70,998                  (d) Program Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,871                  (e) Counseling supplies/materials 4000-4999: Books And Supplies Supplemental and Concentration \$44,299                  (e) Counseling Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,048                  (f) Renaissance Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$24,352</p>				

<p>Scope of Service   ALL high schools, grades 9-12</p>		<p>Scope of Service   All grade levels</p>	
<p>X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>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 c. Noon Duty/Campus Supervisors</p>	<p>3C a-5000-5999 Subagreements for Services Supplemental and Concentration \$282,860 b-5000-5999 Subageement for Services Supplemental and Concentration \$21,229</p>	<p>a. The District continued to retain two Resource Officers and probation officers to address student safety. b. Interquest Canine services were maintained at secondary sites to increase student safety and reduce drugs on campus. c. Noon Duty and campus supervisors were provided to all sites to increase student safety.</p>	<p>3C (a) Resource Officers/Probation Officer 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$148,000 (b) Interquest Canine 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$170,436 (c) Noon Duty Supervisors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$143,558</p>
<p>Scope of Service   ALL high schools, grades 9-12</p>		<p>Scope of Service   All grade levels</p>	
<p>X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>3D: a. Increase parent participation by providing a fall and spring input session b. Solicit parent input, through a parent survey regarding ways to</p>	<p>3D a-NONE b-4000-4999 Materials/Supplies Title I \$10,000</p>	<p>a. The District held two parent meetings with increased parent participation through a DELAC and parent AVID meeting. b. A parent survey was sent which indicated parents are requesting parent</p>	<p>3D (a) Clerical for Parent Participation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$33,402 (a/b) Mailing to increase Parent Participation/Printing 5000-5999:</p>

<p>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>	<p>c-2000-2999 Classified Salary Supplemental and Concentration \$17,703  d-5000-5999 Services Supplemental and Concentration \$13,271</p>	<p>trainings related to Common Core Math and how to best help their children.  c. Social media through the District website, Instagram, Facebook and Twitter were implemented this year to increase parent communication.  d. Edulink Autodialer continues to be used to provide information to district families.</p>	<p>Services And Other Operating Expenditures Supplemental and Concentration \$12,341  (c) District Webmaster 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$22,858  (d) Edulink 5000-5999: Services And Other Operating Expenditures Base \$13,271  (a) Catering for Parent Meetings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,619</p>				
<table border="1"> <tr> <td data-bbox="100 605 243 675">Scope of Service</td> <td data-bbox="243 605 569 675">ALL high schools, grades 9-12</td> </tr> </table> <p><input checked="" type="checkbox"/> All  -----  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups: (Specify)</p>	Scope of Service	ALL high schools, grades 9-12		<table border="1"> <tr> <td data-bbox="1031 605 1182 675">Scope of Service</td> <td data-bbox="1182 605 1514 675">All grade levels</td> </tr> </table> <p><input checked="" type="checkbox"/> All  -----  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify)</p>	Scope of Service	All grade levels	
Scope of Service	ALL high schools, grades 9-12						
Scope of Service	All grade levels						
<p>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</p>	<p>3E  a-5000-5999 Services Supplemental and Concentration \$94,222  b-5000-5999 Services Supplemental and Concentration \$1,666,553</p>		<p>3E (a) A2A Attendance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$47,636  (b) Home to school transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,831,323</p>				

Scope of Service ALL high schools, grades 9-12		Scope of Service	
X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		X All ----- 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?	Implement PBIS at six sites (\$28,000); Add three FTE School Social Workers for six sites (\$321,977); add one Parent Liaison for April Lane School (\$24,000)		

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>\$15,156,530</u>
<p>YCUSD's 2016-2017 LCAP funds, as calculated on the number and concentration of low income, foster youth, home less youth, and English Learner pupils are \$15,156,530. 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 \$12,711,241 district wide and has allocated \$2,445,289 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.

15.47	%
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The District's increased funding for the 2015-2016 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 \$15,156,530 Supplemental/Concentration funds in 2016-2017 to meet the needs of English Learners, Foster Youth, home less youth and Low Income students. \$12,711,241 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 \$2,445,289 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, homeless youth, and Low Income students.

Based on the Minimum Proportionality Percentage (MPP), Yuba City Unified School District must increase services by 15.47%

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	9,476,766.79	10,203,585.8 6	16,070,426.0 0	16,410,353.0 0	15,583,100.0 0	48,063,879.0 0
Base	0.00	23,271.00	23,271.00	23,271.00	23,271.00	69,813.00
Other	0.00	0.00	572,000.00	572,000.00	0.00	1,144,000.00
Supplemental and Concentration	9,239,466.79	10,006,124.8 6	15,156,530.0 0	15,156,530.0 0	15,156,530.0 0	45,469,590.0 0
Supplementary Programs - Specialized Secondary	0.00	0.00	0.00	366,927.00	184,674.00	551,601.00
Title I	35,000.00	70,998.00	152,557.00	225,557.00	152,557.00	530,671.00
Title II	112,300.00	100,482.00	57,468.00	57,468.00	57,468.00	172,404.00
Title III	90,000.00	2,710.00	108,600.00	8,600.00	8,600.00	125,800.00
						125,800.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	0.00	10,203,585.8 6	16,070,426.0 0	16,410,353.0 0	15,583,100.0 0	48,063,879.0 0
1000-1999: Certificated Personnel Salaries	0.00	6,201,225.00	7,825,557.00	7,826,157.00	7,588,910.00	23,240,624.0 0
2000-2999: Classified Personnel Salaries	0.00	552,699.86	1,665,594.00	1,665,594.00	1,558,037.00	4,889,225.00
4000-4999: Books And Supplies	0.00	507,653.00	2,339,606.00	1,654,606.00	1,654,606.00	5,648,818.00
5000-5999: Services And Other Operating Expenditures	0.00	2,942,008.00	3,318,673.00	4,315,000.00	3,974,987.00	11,608,660.0 0
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	920,996.00	948,996.00	806,560.00	2,676,552.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	0.00	10,203,585. 86	16,070,426. 00	16,410,353. 00	15,583,100. 00	48,063,879. 00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	550,000.00	550,000.00	0.00	1,100,000.0 0
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	6,201,225.0 0	7,218,089.0 0	7,218,689.0 0	7,378,885.0 0	21,815,663. 00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	152,557.00	152,557.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	57,468.00	57,468.00	57,468.00	172,404.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	552,699.86	1,513,037.00	1,513,037.00	1,558,037.00	4,584,111.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	152,557.00	152,557.00	0.00	305,114.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	504,943.00	2,239,606.00	1,654,606.00	1,654,606.00	5,548,818.00
4000-4999: Books And Supplies	Title III	0.00	2,710.00	100,000.00	0.00	0.00	100,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	23,271.00	23,271.00	23,271.00	23,271.00	69,813.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	22,000.00	22,000.00	0.00	44,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	2,747,257.00	3,273,402.00	3,829,802.00	3,767,042.00	10,870,246.00
5000-5999: Services And Other Operating Expenditures	Supplementary Programs - Specialized Secondary	0.00	0.00	0.00	366,927.00	184,674.00	551,601.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	70,998.00	0.00	73,000.00	0.00	73,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	100,482.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	912,396.00	940,396.00	797,960.00	2,650,752.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	0.00	8,600.00	8,600.00	8,600.00	25,800.00

**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).