

2019--2020

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Yosemite Unified School District is located in the foothills of Eastern Madera County, just a few miles south of the entrance to Yosemite National Park. The District serves students in pre-kindergarten through 12th grade from Coarsegold, and students in 9th through 12th grades residing in the communities of Coarsegold, Ahwahnee, Bass Lake, and Oakhurst. Bass Lake Joint Union Elementary School District serves students in grades K-8th who live in the communities of Ahwahnee, Bass Lake, and Oakhurst. Parents and community organizations annually provide significant financial support for college-bound graduating seniors by granting financial awards at Community Awards Night. Staff are known for their commitment to the students of YUSD and parents and community stakeholders are recognized throughout the region for their generosity and support of YUSD schools.

### LCAP Highlights

Highlights of YUSD's 2019-2020 LCAP are continued support of the District's Multi-Tiered Systems of Support initiative. The District began the building and implementation of this program in August of 2018 and has made much progress. Title 1 funding was strategically used to add Intervention Specialists at each site, and the District has worked with a highly skilled consultant to build a three-tiered system of support for all students who struggle academically, socially-emotionally, or behaviorally. The District will also continue to support teachers and staff by providing high quality professional development. Throughout the 2018-2019 school year, the District has provided (or will be providing) opportunities in the following areas: Trauma Informed Care, Crisis Intervention and Prevention, Common Core State Standards—Math, Common Core State Standards—ELA, State

Accountability System, and Universally Designed Learning. Finally, another highlight is the work that the District will continue to do related to curriculum adoptions. The District has had multiple curriculum stakeholder meetings and is working to adopt updated curriculum in all four core subject areas by August of 2019 for all K-8 teachers and is planning to expand the adoption of updated curriculum in all four core subject areas to relevant 9<sup>th</sup> through 12<sup>th</sup> grade teachers by August of 2020.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

A review of data indicates several areas of significant progress.

Suspensions: YUSD increased two colors for this indicator from 2017 to 2018—from Red to Yellow—a decline of 3%. Coarsegold Elementary suspensions declined by 3.3% and Rivergold Elementary suspensions declined by 5%. Read about steps YUSD is taking to improve our performance in this area even more in the next section.

CAASPP ELA scores: YUSD students grew 8.6 points in this area from the previous year, bumping the district from Orange to Green. Also, Rivergold Elementary School (RES) students increased 16 points, which changed their color indicator from Orange to Blue. And Yosemite High School increased their CAASPP scores by 20 points, landing them within the Blue range. Some of the steps that YUSD is taking to ensure continued success with ELA performance is providing professional development to all ELA teachers in CCSS ELA and ELD strategies. The district is also implementing a walkthrough protocol that will ensure that administrators spend time in classrooms and are collecting data to inform educational planning.

Many of YUSD's subgroups also made progress in ELA. Hispanic students' performance increased 32.1 points, SED increased 12.3 points, EL increased by 38.4 points, and American Indian students' performance increased by 9.5 points.

CAASPP Math scores: RES students increased from Orange to Green for this indicator, which resulted from a six point increase from the previous year. Nevertheless, District CAASPP Math scores are stagnant and fall within the Orange range, indicating the need for more improvement in this area overall. Read about the steps YUSD is taking to improve our performance in this area even more in the next section.

YUSD also performed well on the Graduation Rate and College and Career Readiness indicators—our District’s performance in both of these areas falls within the Green range. The district saw significant improvements in CCI rates among student groups, and 100% of SWD graduated.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

A review of data indicates several areas of significant need:

**Chronic Absenteeism:** the district scored at the Orange level for this indicator and maintained status from the prior year. Both K-8 schools also individually scored at the Orange level. YUSD attendance needs to improve across settings and student groups. Some of the steps that the District has taken to improve its performance in this area are revamping the SARB process, reviewing data on absenteeism as groups (i.e., during Educational Services meetings and Principal Data Summits). Also, recently added intervention specialists are addressing attendance issues with families and the district used tribal donations to fund a Native American Mentor, who was hired in February 2019—this mentor is working directly with families on attendance for Native American Students.

**Suspensions:** although the district made a lot of progress in this area—2017 data indicated the district scored at the red level, whereas 2018 data indicates the district now scores as yellow—we need to continue to make progress on this indicator, particularly with our educational options programs. Also, dashboard data show that the Yosemite High School is suspending special education students more than twice as often as they suspend All Students (Special Education students suspension rate was 18.3%, while All Students suspension rate was 8.2%). This will require a deeper site level analysis and action plan. Some of the steps the district has taken to address this issue is providing training to administrators at the beginning of the 18/19 school year on disciplinary investigations and the suspension/expulsion process. We are also reviewing this data during Educational Services meetings and Data Summits). The district is also implementing MTSS and intends to provide more training to staff in restorative justice. However, school safety is a priority of the district, and takes priority over concerns about suspension data. As YUSD improves with intervention and social emotional learning, there will be decreased need for suspensions, although this may take time.

**Math:** although Rivergold Elementary School (RES) made significant progress in their math scores (they increased from Orange to Green in one year), Coarsegold Elementary School (CES) and the district overall is falling within the Orange range. Some of the steps the district is taking to improve math performance is going through a curriculum adoption for math (teachers are not happy with our

current curriculum), implementing ST Math intervention (in schools where this is implemented with fidelity, schools see a 14-percentage point improvement in scores), and providing teachers with training in CCSS math standards and strategies.

**Student Groups:** Data indicate our Students with Disabilities (SWD) are struggling in at least three State Priority Areas (achievement, engagement, and school climate). YUSD met eligibility criteria for Differentiated Assistance due to poor performance on ELA and Math standardized assessments, poor attendance, and high rates of suspension. YUSD has also met eligibility criteria for Performance Indicator Review based on poor performance on ELA and Math standardized assessments, poor participation in CAASPP testing, and rates of moving on to higher education. YUSD is working with stakeholder groups and Madera County Superintendent of Schools to do a root cause analysis and develop a plan to address these discrepancies.

Data also indicate our students who attend our continuation high school (Ahwahnee High School) are struggling. We qualify for Comprehensive Support and Improvement (CSI) for this group of students due to a low graduation rate. This group also fell within the Red range for suspensions. Data also show that our Hispanic and SED students fall within the Red range for multiple indicators. YUSD is eligible for CSI funding to support AHS and has already begun working with a team of stakeholders to develop a plan.

Data also indicate that our Native American students are struggling. This group fell within the red range for chronic absenteeism, and within the orange range for suspensions. The Native American Mentor who was recently hired is working closely with these students and their families to improve all outcomes for this group.

## **Performance Gaps**

Unfortunately, data does indicate some performance gaps with some of our groups of students. As stated above, data indicate our Students with Disabilities (SWD) are struggling in at least three State Priority Areas (achievement, engagement, and school climate). YUSD met eligibility criteria for Differentiated Assistance due to poor performance on ELA and Math standardized assessments, poor attendance, and high rates of suspension. YUSD has also met eligibility criteria for Performance Indicator Review based on poor performance on ELA and Math standardized assessments, poor participation in CAASPP testing, and low numbers of SWD moving on to higher education.

Also, as stated above, data indicate our students who attend our continuation high school (Ahwahnee High School) are struggling. YUSD qualifies for Comprehensive Support and Improvement (CSI) for this group of students due to high levels of suspensions—this group fell within the Red range for suspensions. SEE information about CSI plan below.

Data also indicate that our Native American students are struggling. This group fell within the red range for chronic absenteeism, and within the orange range for suspensions. In order to address

performance gaps with this group of students the district utilized Tribal donations to fund a Native American Mentor who is providing support to these students and families (Goal 2, Action 5).

Also, dashboard data show that Yosemite High School is suspending special education students more than twice as often as they suspend All Students (Sped students suspension rate was 18.3, while All Students suspension rate was 8.2). Again, this will require a deeper site level analysis and action plan.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Ahwahnee High School

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The district has hosted multiple CSI planning/input sessions involving stakeholder's (Educational Services Meeting 3/12/19, District Advisory Committee 3/26/19, and Principal Meeting 4/15/19). At the site level, the administrator met with stakeholders, reviewed data, and developed a plan in collaboration with the site School Site Council (SSC). One of the things that the district administrators examined was whether or not there were inequities between AHS and YHS. It was determined that there are not--the campuses are connected, which benefits the students because our AHS students are welcome to come and take classes at YHS based on interest. For example, an AHS student who attends school for the first 3 hours of the day at AHS, can then go to the high school to take a course they are interested in—like Auto Mechanics or Drama. Inclusion is a priority for this district. Also, our AHS high school is very small—we run two sections with 35 students enrolled total. This means our AHS students also have smaller class sizes than our YHS students. Our AHS students also have the same access to school counselors and intervention as our YHS students do. The SSC also approved the plan and the plan was approved as part of the site SPSA by YUSD school board on 5/20/19.

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

As AHS's CSI plan has been incorporated into the site's SPSA, it will be monitored annually by the School Site Council. And, at the district level, the AHS's CSI plan will be incorporated into the district's LCAP and monitored annually by the District's administrative team and the District Advisory

Committee. The primary metric that will be used to determine the effectiveness of the CSI plan is suspension rate, however, the district team will also be looking closely at attendance and graduation rate. Attendance and suspensions for all of our sites are monitored closely throughout the year—reports go to the board monthly and administrators are charged with reporting out on this data for their sites several times a year during Educational Services meetings.

# Annual Update

LCAP Year Reviewed: 2018-19.

## Goal 1

All students will be provided high quality instruction within a broad and rigorous curriculum that will prepare them for success in college and the workplace.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: IB/AP Exam Passage Rate, A-G Completion Rates

## Annual Measurable Outcomes

Expected

Actual

18-19 CAASP ELA Goals:

All students: 5 points below level 3

Low income: 20 points below level 3

Hispanic: 20 points below level 3

White: 0 points below level

3

Students with Disabilities: 60 points below level 3 American

Indian: 15 points below level 3

Two or More Races: 0 points below level 3

All Students: -2.3 points difference from standard (DFS); increased 8.6 points; Green; Met

Low Income: -26 DFS; increased 12.3 points; Yellow; Met

Hispanic: -14 DFS; increased 32.1 points; Yellow; Met

White: +2.8 DFS; increased 32.1 points; Green; Met

Students with Disabilities: -96.8 DFS; decreased 2.1 points; Red; Not Met

American Indian: -28.6 DFS; increased 9.5 points; No color, Met

Two or More Races: +3.7 DFS; increased 3.4 points; Green; Not Met

18-19 CAASPP Math Goals:

Expected	Actual
<p>All Students: 25 points below level 3  Low Income: 40 points below level 3  Hispanic: 40 points below level 3  White: 20 points below level 3  Students with Disabilities: 90 points below level 3  American Indian: 25 points below level 3  Two or More Races: 20 points below level 3</p>	<p>All students: -42.8 DFS; increased .8 points; Orange; Not Met  Low Income: -65.3 DFS; increased 6.7 points; Yellow; Not Met  Hispanic: -53.9 DF; increased 21.4 points; Yellow; Not Met  White: -38.9 DFS; decreased 2 points, Orange; Not Met  Students with Disabilities: -148.9 DFS; decreased 13.6 points; Red; Not Met  American Indian: -53.3 DFS; increased 12.3 points; No Color; Not Met  Two or More Races: -41.4 DFS; decreased 17.7 points; Orange; Not Met</p>
<p>YUSD will have a graduation rate of 93%.</p>	<p>All students: 91%; increased 1.2%; Green; Not Met  Low income: 89.9%; increased 3.5%; Green</p>
<p>College and Career Indicator  Fall 2019 California Dashboard Goals:  All Students: 45%  Homeless: 30%  Socioeconomically Disadvantaged: 40%  Students with Disabilities: 20%  Hispanic: 30%  Two or More Races: 50%  White: 50%</p> <p>Fall 2017 California School Dashboard shows the following CollegeCareer information:  All Students: 32%</p>	<p>All students: 39.2%; increased 8.1%; Green; Met  Low income: 30.0%; increased 9.4%; Yellow; Not Met  Students with Disabilities: 14.3%, increased 6.6%; No Color; Not Met  Hispanic: 15.4%, decreased 3.4%; No Color; Not Met  White: 42.4%; increased 8.1%; Green; Not Met  Two or More Races: 66.7%; increased 40%, No Color; Met</p>

## Expected

## Actual

Homeless: 15%  
 Socioeconomically  
 Disadvantaged: 22.9%  
 Students with Disabilities:  
 3.6%  
 Hispanic: 12%  
 Two or More Races:  
 36.4%  
 White: 35%

Teachers appropriately credentialed and assigned.

The district will maintain a score of "MET" for Basics category.

The district reported a score of "MET" for the Basics category in the Fall of 2017 California School Dashboard.

100% of teachers are appropriately credentialed and assigned;  
 Met

Students have sufficient access to high-quality standards-aligned curriculum and instructional materials.

The district will maintain a score of "MET" for implementation of state standards category.

The district scored "MET" for implementation of state standards on the Fall 2017 California School Dashboard

All students are provided with instruction related to the State Standards and instructional strategies are utilized to provide ongoing English language development for English language learners in alignment with the English language development standards; Met

IB Exam Pass Rate

IB Exam Pass Rate: 81%, Met

Expected	Actual
<p>Increase participation to 80 and pass rate to 70%.</p> <p>2017: 48/71 = 67.6%</p>	
<p>AP Exam Pass Rate</p> <p>40% 2017: 26.9%</p>	<p>AP Exam Pass Rate: 51%, Met</p>
<p>Early Academic Placement (EAP)</p> <p>2019 Goals: ELA: 66% Ready or Conditionally Ready Math: 40% Ready or Conditionally Ready</p> <p>2017 Results ELA: 55% Ready or Conditionally Ready Math: 25% Ready or Conditionally Ready</p>	<p>EAP Metric ELA: 23.8% Ready and 33.1% Conditionally Ready; Not Met Math: 5.8% Ready and 16.3% Conditionally Ready; Not Met</p>
<p>UC/CSU "A-G" completers</p> <p>2019 Goal: 30%</p> <p>2017: 28.2%</p>	<p>A-G Completers for 2017-18: 46.2%, Met</p>
<p>EL Learner Reclassification Rate</p> <p>Should the data become available in 2018, the LCAP will be updated to include a relevant goal.</p>	<p>EL Learner Reclassification Rate for 2018-19: 0%</p>
<p>EL Progress in English Proficiency as measured by ELPAC</p>	<p>EL Progress/ELPAC. Data not available</p>

Expected	Actual
Should the data become available in 2018, the LCAP will be updated to include a relevant goal.	
All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, art, and P.E.; Met

**Actions / Services**

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide professional development to certificated staff related to improving instructional practices, with topics in areas including inclusion, differentiation, universally designed learning and equity; topics that will ensure equity for all students, including students with disabilities, low income students, English language learners, and Homeless/Foster youth</p>	<p>YUSD provided a full day of training to all certificated and classified staff members in August 2018. The focus of this training was a review of Dashboard data and an introduction to research-based instructional practices that allow all students to access learning and promote equity (Including an introduction to Universally Designed Learning; UDL).</p> <p>YUSD provided PD to all K-12 teachers responsible for instruction in ELA and Math subject areas. PD was a half day for K-5 teachers, and a full day for 6-12 teachers for each subject area. The focus of this PD was to enhance understanding of the state standards and also to develop strategies to enable teachers to design lessons so all students can access learning.</p>	<p>\$100,000</p> <p>LCFF Supplemental</p> <p>Salaries and benefits, Supplies</p> <p>Professional Services</p>	<p>\$120,000 LCFF Supplemental</p> <p>Salaries and benefits, supplies, and professional services</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>YUSD also provided two half days of training in PLC'S to a group of admin and teacher leaders. During this time, teachers were exposed more deeply to the standards and learned how to maximally use collaboration time, with an emphasis on equity.</p>		

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Recruit and retain high quality teachers, ensuring appropriate credentialing</p>	<p>Over the course of the 2018/2019 school-year, YUSD prioritized the recruitment and retention of high-quality teachers, ensuring appropriate credentialing—all of our teachers were appropriately credentialed.</p> <p>Additionally, YUSD went to greater lengths this year than it had in the past to ensure the recruitment and retention of high-quality teachers. This year, representatives from YUSD attended regional job fairs as opportunities presented themselves.</p>	<p>\$5,000 LCFF</p> <p>Salaries and Benefits Supplies Services (Edjoin Contract)</p>	<p>\$5,000 LCFF</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide additional FTE certificated staff member (Intervention Specialist) at each elementary (K-8) site and at Yosemite High School to provide additional academic and social/emotional/behavioral intervention support. Student achievement, attendance, and discipline data will be used to identify students in need of intervention. English learners, Homeless/Foster Youth, and Low-income Students make up the majority of students who need this additional support.</p>	<p>For the 2018-2019 school year, YUSD utilized Title 1 funding to provide an additional certificated staff member (Academic Intervention Specialist) at each K-8 site, and at the high school (the high school intervention specialist also covered the educational options program). These Intervention Specialists worked as part of a greater MTSS team—together they built PBIS structures of school—wide behavioral support and also utilized data to identify at-risk students, developed individualized, research-based interventions, implemented, and progress monitored.</p> <p>This intervention model is particularly helpful with our students who tend to struggle more than others—typically our more vulnerable student groups (special education students, English learners, homeless/foster youth, and low-income students)</p>	<p>\$255,000 Title 1 Salaries and Benefits</p>	<p>\$233,600 Title 1 Salary &amp; Benefits</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All students, including unduplicated pupils and individuals with exceptional needs, will have access to a broad and rigorous academic program, including enrichment programs, to prepare them for college and career. At K-8 sites this includes opportunities related to sports and field trips. At the high school level, this includes opportunities such as participation in athletics and field trips, as well as participation in International Baccalaureate (IB), Advanced Placement (AP), Dual Enrollment, Regional Occupational Program (ROP) and Career Tech. Ed.(CTE).</p>	<p>Both K-8 sites offer enrichment programs through electives, as well as after-school and field trip learning opportunities. Elective classes include such offerings as: Spanish, Leadership, Ceramics, Academic Pentathlon, Instrumental Music, etc. Field trip learning opportunities include trips to Catalina, Calvin Crest, and the San Francisco Exploratorium.</p> <p>At the high school, students participate in athletics and field trips, and also have access to IB, AP, ROP, CTE, and dual enrollment programs.</p> <p>All students have access to broad and rigorous curriculum.</p>	<p>Total: \$582,000 LCFF</p> <p>Athletics: 100,000 Field Trips: 150,000 IB: 85,000 AP: 10,000 Dual Enrollment: 20,000</p> <p>State funding for programs: ROP: 92,000 CTE: 125,000</p>	<p>Athletics:\$100,000 LCFF</p> <p>Field Trip transportation: \$125,000 LCFF Supplemental</p> <p>I.B. \$48,000 General Fund and College Readiness Block Grant</p> <p>Dual Enrollment: \$10,000 General Fund</p> <p>AP: \$10,000 General Fund</p> <p>ROP: \$48,031 ROP Funding &amp; \$68,000 General Fund</p> <p>CTE: \$99,182 from CTE grant</p> <p>\$15,000 general fund</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students with Disabilities (SWD) have access to a robust Special Education Program, with individualized services and supports based on an individualized educational program.</p>	<p>Over the course of the 2018/2019 school-year, all students with disabilities (SWD) have had access to a robust Special Education program, with individualized supports based on an individualized educational program.</p> <p>One improvement in this area over the course of the 2018/2019 school-year is the addition of the Life Skills SDC program. This program is flourishing—these students are appropriately placed, learning important skills that will help them to become independent adults, and are learning job skills through our (also new for the 2018-2019 school-year) Workability program.</p>	<p>\$2,200,000 Federal funding for sped: 127,700 State funding for sped: 268,300 LCFF: 1,712,000</p>	<p>\$273,170 Resource 6500 (state) \$125,367 Resource 3310 (fed) \$1,749,172 General Fund Contribution</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students who struggle in a traditional comprehensive high school or elementary school environment have</p>	<p>Over the course of the 2018/2019 school-year, YUSD students for whom a traditional comprehensive or</p>	<p>540,000 Total LCFF Supplemental LCFF Base</p>	<p>\$513,850 LCFF Supplemental-Salary &amp; benefits Certificated</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>access to robust alternative educational programs ranging from home school, independent study, partial day and blended programs.</p>	<p>elementary school setting is not effective, have had access to several alternative education options, including home school, independent study, blended programs, and a continuation high school. YUSD also has community day schools, but due to lack of need, no students have been placed there over the course of the year, and the program has not been staffed.</p>	<p>Salaries and Benefits: \$465,000 Supplies and Services: \$75,000</p>	<p>\$113,521 LCFF Supplemental—Salary and benefits Classified  \$125,445 LCFF Supplemental—Salary and benefits Management  \$50,000 LCFF Supplemental--supplies</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>District will conduct a needs assessment related to curriculum, form a curriculum committee, and go through a process of selecting and adopting standards-aligned curriculum across grade levels for the subjects of ELA, Math, and Social Science (NGSS Science Curriculum not yet available).</p>	<p>YUSD administrative team did conduct a needs assessment related to curriculum. A committee of stakeholders (including teacher leaders) helped review curriculum and gave input regarding their curriculum preferences. Administrators also reviewed curriculum and quotes from multiple publishers. Based on this research, it was determined that the best curriculum fit for YUSD at this time is shifting to an HMH pilot digital/print platform for all four core</p>	<p>\$257,000 Total  Services: Consultant/PD Salaries and Benefits: Subs for PD Materials: Curriculum purchase  Title II: \$10,000 Title II: \$5,000</p>	<p>\$28,000 HMH curriculum training in May, 2019; Restricted Lottery</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>areas—next year we will implement for K-8, the following year, for 9-12. Teachers will be receiving a full day of training in the new curriculum in May 2019, and additional training prior to school starting in August 2019.</p>	<p>Lottery/Instructional Materials: \$242,000</p>	

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Expand English language support programs to promote greater student achievement and teacher effectiveness across all grade levels. Use assessment data to identify students with needs and provide targeted intervention to support student learning and language acquisition. Provide professional development to staff in the area of English language development.</p>	<p>Professional development in ELA and ELD standards and strategies was provided to all ELA teachers K-12 in April—May of 2019. For 2018-2019, YHS added an EL support class. K-8 sites utilize assessments such as CORE, DRA, iReady, and Freckle to identify students, including English learners, who are in need of intervention, and to progress monitor.</p> <p>Also, district is purchasing curriculum that includes specific content and strategies that are targeted to support English language learners, and providing professional development to teachers in this area May 2019.</p>	<p>\$20,000 Total</p> <p>LCFF Supplemental: Subs for PD LCFF Supplemental: Consultant LCFF Supplemental: Professional Development</p> <p>Salaries and Benefits: \$5,000 Services: \$10,000 Materials: \$5,000</p>	<p>\$2400 Title 2 (trainers)</p> <p>\$2500 LCFF Supplemental (Subs)</p> <p>\$5000 LCFF Supplemental (assessments)</p>

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Badger Academy: Teacher assigned to all Freshman as an intervention since they are a high risk group; this allows for more targeted support for student groups that tend to experience more difficulty passing classes and graduating.</p>	<p>Over the course of 2018/2019 school-year, Freshman at YHS did participate in Badger Academy.</p>	<p>\$100,000 LCFF Supplemental Salaries and Benefits</p>	<p>\$101,130 LCFF Supplemental</p>

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees access to effective technology to support district's intervention practices and innovative, engaging instruction and assessment. Study student and staff satisfaction with technology services. If funding and staffing permit, implement practices to address student and staff concerns.</p>	<p>YHS and educational options programs utilized chromebooks, computer labs, and programs such as Aeries, Edgenuity and Cyber High. These systems are used to ensure that all students succeed (through monitoring progress, attendance, counseling notes, record keeping, etc.), and offer credit recovery options to support on time graduation.</p> <p>Elementary sites utilized iReady and Freckle diagnostic testing and Aeries for grade and attendance reporting. Chromebooks were available to</p>	<p>\$297,784 Salaries and benefits Supplies Services</p>	<p>\$135,000 LCFF Supplemental (wireless upgrade)</p> <p>\$10,000 General Fund (PD)</p> <p>\$20,000 General Fund (Licenses)</p> <p>\$150,000 General Fund (Salary &amp; benefits tech team)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>teachers to use for classroom instruction for all students in grades 4-8, and K-3 students have access to a computer lab.</p> <p>District initiated a Technology Committee. This committee meets regularly and is developing a District Technology Plan.</p>		

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Discontinued in this goal and moved to Goal 3	NA	NA	NA

**Analysis**

Describe the overall implementation of the actions/services to achieve the articulated goal.

YUSD did an exceptional job of implementing planned Actions and Services over the course of 2018/2019. In fact, it implemented above and beyond what was planned for in multiple areas. For example, not only did YUSD add an Intervention Specialist to all sites, this Intervention Specialist worked with a larger MTSS and team and built school-wide PBIS structures and supports. This Intervention Specialist also worked with site teams on developing, implementing, and monitoring specific targeted interventions to support individual students who were in need.

Another example of implementing above and beyond what was expected is the addition of the Life Skills special education program at the high school for the 2018/2019 school-year. Not only do students who require this type of a program now have access to these supports, they also have access to a Workability program, and are getting real on the job training.

The district has also provided substantially more professional development over the course of the 2018/2019 school-year than it has in the past. This started with two additional PD days prior to school starting—one focused on the social/emotional needs of students and one focused on the academic needs. This continued with providing all K-12 teachers professional development related to standards, strategies, and universal access in ELA/ELD and Math.

Additionally, not only did the district conduct a needs assessment related to curriculum, but it purchased a new digital/print platform that will provide updated curriculum in all four subject areas to all K-8 students starting in August of 2019 (9-12 students will have access the following year).

As always, YUSD does a remarkable job with offering a broad and rigorous academic program, with many enrichment opportunities; and, also with offering several and varied alternative educational options programs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

YUSD's Spring 2019 Dashboard data (and even Spring of 2020) will best show whether the Actions and Services implemented over the course of 2018/2019 were effective. However, Dashboard data from Spring of 2018 show that some Actions and Services that have been implemented in previous years appear to be effective. For example, the district's previous Actions and Services related to Reading Intervention appear to be effective. Our CAASPP ELA scores for all students increased by 8.6 points, fall within the Green range, and indicate that we Met our goal in this area. However, there are substantial differences if you break the data down by site. Rivergold Elementary School (RES) scores within the Blue range for CAASPP ELA scores and Coarsegold Elementary School (CES) scores within the Orange range. Although there are many factors contributing to differences in ELA performance by site, one thing to note is that RES has had a functioning reading lab and CES has not. It is a goal of this district that CES have a functioning reading lab, and that this will be initiated August 2019. This will be one of the CES Intervention Specialist's responsibilities—this year she has attended training in reading intervention and we have purchased materials for her. The district will be monitoring the success of this program very carefully.

Dashboard data from Spring of 2018 show that prior Actions and Services related to math instruction and/or intervention that have been implemented in previous years appear to be ineffective. For example, CAASPP Math scores for all students increased by only .8 points, fall within the Orange range, and indicate that we Did Not Meet our goal. The district has provided professional development to all K-12 math teachers this year and is also, as of January 2019, implementing ST Math intervention. The district anticipates that data demonstrating the effectiveness of this intervention will most likely manifest in our Spring 2020 school-year.

Local data show that actions and services that YUSD is implementing are being successful. Data kept on progress of students in reading intervention classes at YHS show that students, on average, make at least 2.2 years of growth during one year of intervention.

Although the pass rate for IB exams remained relatively stable (80% in 2017 and 81% in 2018), the pass rate for AP exams increased significantly. In 2017 it was 37% and in 2018 it was 51%. As of end of 2017/2018 school-year, 46.2% of Yosemite High School Students were A-G completers.

Currently, 100% of YUSD teachers are appropriately credentialed and assigned, and all students have access to broad course of study.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For goal #1, there are four Actions & Services with material differences between budgeted and estimated actual expenditures. For Action 1 (recruitment and retention of qualified teachers), the funding source changed from LCFF Supplemental to LCFF. This is because this is an action that is appropriate for all students—not one that is primarily directed at unduplicated students.

For Action 5 (special education program), the actual estimated expenditure for 2018-19 was \$40,000 more than anticipated. This is due to the rising costs of educating students with special needs.

For Action 6 (alternative educational programs), the actual estimated expenditure for 2018-19 was \$262,816 more than anticipated. This is because this year's calculation was based on salary and benefits for all alt. ed. Staff.

For Action 7 (curriculum), there is a material difference between the budgeted expenditures and the actual estimated expenditure for 2018-19. This is because although it was anticipated that \$242,000 would be spent on curriculum during the 2018-19 school year, but the district is not purchasing this until July, 2019.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis indicates that the district did an exceptional job of implementing all planned actions and services over the course of the 2018-19 school-year, most of which are new, and in response to prior Spring Dashboard data. New initiatives that connect directly to this academic goal include providing much professional development related to standards and instruction—modified Actions/Services #1 under Goal 1, and the continuation of staffing intervention specialists to support MTSS—see modified Actions/Services 3 under Goal 1—the intervention specialists will be Title 1 funded. It is anticipated that these initiatives will have a substantial impact on student achievement; however, most of these initiatives are complex and will take time to develop. It is anticipated that the district will realize the fruit of these initiatives over the course of 2-3 years.

Analysis also indicates two areas where we are lacking. Although the district has done much with professional development and intervention related to math (CCSS- Math PD and implementing ST Math intervention with K-8 volunteer teachers), there is not a specific Action and Service included that addresses only math. As a result of this analysis, an Action and Service specific to math was added under Goal 1, Action and Service 12.

The \$242,000 that was intended to be spent on curriculum during the 2018-19 school year will be budgeted and spent in 2019-20, and those dollars have been rolled over in Action and Service 7.

And finally, the results of this analysis make apparent a dearth of formative assessment data, including benchmark assessment data. The district is implementing much that is new (Curriculum, PLC's, Reading lab, SST Math, MTSS, Walkthrough Protocol, etc.). YUSD needs to benchmark test and develop common formative assessments, however, it is likely that the district will address this in 2020-21, so as not to overwhelm the system.

## Goal 2

All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: NA

### Annual Measurable Outcomes

Expected

Actual

18-19 Attendance Data

Goals:

Ahwahnee High School: 80%

Coarsegold Elementary:

95%

Evergreen High School:

85%

Rivergold Elementary: 95.5%

Yosemite Falls Education

Center: 90%

Yosemite High School:

95.5%

17-18 Attendance Data

Through P-2

Ahwahnee High School:

75.2%

Local Data: Attendance rates by site through P-2

Ahwahnee High School: 77.13

Coarsegold Elementary: 93.81

Evergreen High School: 78.43

Rivergold Elementary: 94.49

Yosemite Falls Education Center: 83.01

Yosemite High School: 95.34

Expected

Actual

Coarsegold Elementary:  
93.9%  
Evergreen High School:  
79.4%  
Rivergold Elementary: 94.5%  
Yosemite Falls Education  
Center: 85.5%  
Yosemite High School:  
95.1%

Suspension Rate Indicator

Rate Report Goals:  
All Students: 5%  
Foster Youth: 8%  
Homeless: 10%  
Socioeconomically  
Disadvantaged: 9%  
Students with Disabilities:  
8%  
American Indian: 14%  
Hispanic: 6%  
Two or More Races: 4% White: 4%

Fall 2017 California  
Dashboard Suspension Rate Report Data: All Students: 8.1%

Foster Youth: 10.5%  
Homeless: 15.4%  
Socioeconomically

Suspension Rate Indicator (Spring, 2018)

All Students: 5.7%; decreased 2.9%; Not Met  
SED: 8.2%; decreased 4.2%; Not Met  
SWD: 11.7; increased 1.2%; Not Met  
American Indian: 8.3%; decreased 15.5%; Met  
Asian: 0%; decreased 4%; Not Met  
Hispanic: 8.1%; decreased .6%; Not Met  
Two or More Races: 5.9%; Not Met  
White: 5.2%; decreased 3.1%; Not Met  
Foster Youth: 11.1%; increased .9%  
English Learners: 0; decreased 2.9%

Expected

Actual

<p>Disadvantaged: 11.9%          Students with Disabilities: 9.5%          American Indian: 21%          Hispanic: 8.2%</p>	
<p>The district will score "Met" on the Fall 2019 California School Dashboard Local Climate Survey indicator.</p> <p>The maintain and increase key indicators from the California Healthy Kids</p> <p>Survey measure is being discontinued since it is no longer a required state metric.</p>	<p>In lieu of utilizing the CHKS survey, YUSD developed and administered its own Climate Survey to all 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup> graders. When asked questions that relate to school connectedness, the following percentage of students answered either Agree or Strongly Agree:</p> <p>When I am at school I feel safe: 67.3%          I feel like I fit in at school: 68.9%          When at school I feel like my teachers care about me: 62.6%          I feel that the principal cares about me: 51.2%</p> <p>Survey results were analyzed and presented to the school board in fall of 2018 and also presented to administrators and the District Advisory Committee (Spring of 2019)</p>
<p>Chronic Absenteeism Rate Indicator Goals Fall 2019 California School Dashboard:</p> <p>Yosemite Unified: 10%          African American: 10%          American Indian or Alaska Native: 23%          Asian: 0%          Hispanic or Latino: 10%          White: 10%</p>	<p>Chronic Absenteeism Indicator (Spring, 2018)          All Students: 17.5%, increased by .36%, Not Met</p> <p><u>By groups:</u>          African American: Data not available          American Indian or Alaska Native: 40%, increased 3.9%          Asian: 8.7%, increased by 8.7%          Hispanic or Latino: 16.3%; decreased by 6.2%          White: 16.9%; increased 1.5%</p>

Expected	Actual
<p>Two or More Races: 10%</p> <p>Chronic Absenteeism Rate Indicator from Fall 2017 California School Dashboard:</p> <p>Yosemite Unified: 13.1% African American: 12.5% American Indian or Alaska Native: 29.6% Asian: 0% Hispanic or Latino: 14.9% White: 12.2% Two or More Races: 13.2%</p>	<p>Two or More Races: 16.5%; increased 1.6% Foster Youth: 18.8%; increased 2.1% English Learners:14.3%; decreased 4.5%</p>
<p>Maintain 0% middle school dropout rate</p>	<p>Middle school dropout rate was 0%; Met</p>
<p>Drop out rate</p> <p>Goal for 2019: 0.6%</p> <p>DataQuest lists the 2016-17 annual adjusted grade 9-12 dropout rate as 0.8%</p>	<p>Per CDE data only available as of Spring, 2017, YUSD drop out rate was only .8%. Met</p>
<p>Maintain 0% expulsion rate</p>	<p>YUSD has maintained it's expulsion rate of 0%: Met</p>
<p>FIT score of "good" or above for all sites. Results will be reported to the Governing Board and stakeholders.</p> <p>MET</p>	<p>FIT results for 2018/2019 indicated scores of good or above for all school sites. Results were reported to Governing Board and Stakeholders in Fall of 2018: Met</p>

**Actions / Services**

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Custodial and maintenance services will provide clean and safe learning environment.</p>	<p>Custodial and maintenance services did provide clean and safe learning environments.</p>	<p>\$\$900,000 for custodial + maintenance</p> <p>RRMA: 600,000 LCFF: 300,000</p> <p>Salaries and Benefits Supplies Services</p>	<p>\$740,000 Routine Restricted/General Fund. Resource 8150 (Salary &amp; benefits)</p> <p>\$325,000 Routine Restricted/General Fund. Resource 8150 (supplies and services)</p> <p>\$170,000 LCFF (salary and benefits)</p> <p>\$88,000 LCFF (Supplies)</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students at-risk for social/emotional/behavioral issues will have access to counseling support services, with priority given to EL, Homeless/Foster Youth, and Low Income students, as appropriate</p>	<p>Behavior intervention specialists were assigned to each site to provide social/emotional support to at-risk students (one per site additional). These intervention specialists provide counseling as appropriate. Priority is given to our most vulnerable populations.</p> <p>School psychologists also provide counseling to students as needed and/or in accordance with individualized learning plans.</p>	<p>\$150,000 Total LCFF Supplemental: \$140,000 Title 1 :\$10,000 Salary and benefits Services: Contract with outside counselor</p>	<p>\$201,000 Title 1 Salary and Benefits</p> <p>\$70,000 LCFF Supplemental (for psych services)</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Consultant will assist district with the implementation of multi-tiered systems of support (MTSS) to address social/emotional issues at the elementary level.</p>	<p>YUSD has revamped and enhanced its implementation of PBIS (now called Multi-Tiered Systems of Support, or MTSS). Systems have been built and are being implemented at both K-8's and will be built/implemented at the high school next year. District is contracting out with a specialist to</p>	<p>\$40,000 LCFF Supplemental Services: Professional Consulting</p>	<p>\$40,000 Title 2 (Contract)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	ensure high quality system, supports, and fidelity.		

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will utilize a School Attendance and Review Board (SARB) process to: identify students with attendance issues, provide support to students and families, and to follow through with county level SARB referrals when it is warranted.</p>	<p>YUSD is implementing a plan to address chronic absenteeism. SARB procedures were updated at the start of the 2018/2019 school-year, and training in the new procedures was provided to administrators, secretaries, and registrars. Also, administrators are directed to present attendance data at Educational Services meetings, along with a list of the interventions and supports that have been offered to students with poor attendance.</p> <p>A district representative attends county level SARB meetings as scheduled and will continue to do so.</p>	<p>\$25,000 LCFF Supplemental Salaries and Benefits</p>	<p>\$25,000 LCFF Supplemental (salaries and benefits)</p>

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

YUSD is doing an exceptional job with implementation of the Actions and Services connected to this goal. One ongoing Action and Service has to do with providing custodial and maintenance services to provide clean, safe and healthy school campuses. However, the district is also implementing new Actions and Services that are expected to have a significant impact on how connected students feel to school. For example, the district has added an Intervention Specialist to each site and revamped and expanded Multi-Tiered Systems of Support (MTSS). The Intervention Specialists case manage and provide support (often counseling support) to at-risk students. Much work has been done in terms of building this system of support at the K-8's, and next year, efforts will expand to the high school and educational options program. YUSD has also provided a full day of training to all staff on trauma informed practices and to K-8 teachers on Tier 1 classroom behavior interventions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Because many of these Actions and Services are either new, or newly being implemented with fidelity for the 2018/2019 school-year, Dashboard data are not yet available to determine whether or not these Actions and Services are effective—building district/school wide MTSS takes time and it is anticipated that Spring of 2019 and 2020 Dashboard data will reflect positively on the effectiveness of these initiatives. It is also anticipated that when we provide the YUSD School Climate Survey to students in the fall, we will see improvements in responses to questions related to school connectedness.

However, we do have some relevant local data. Local attendance data show that although attendance is near 95% for Yosemite High School and Rivergold Elementary School, Coarsegold lags behind at 93.81%, and are alternative options programs range from 77.13 and 83.01, indicating the need for improvement. Dashboard data show that our Native American students in particular, have very poor attendance (approximately 40% Chronic Absenteeism). In order to support this group the district hired a Native American mentor—please see new Action and Service (#5) under Goal 2.

Local data show the following number of suspensions per site as of 4/25/19: Yosemite High School: 57, Ahwahnee High School: 6, Rivergold Elementary School: 3, and Coarsegold Elementary School: 52.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal #2, there are material differences between budgeted expenditures and estimated actual expenditures for two Actions and Services. For Action #2, the actual expenditures for the behavior intervention specialists were \$121,000 more than anticipated. This is because an additional intervention specialist was calculated into this year's services and because this year we are also counting \$70,000 of LCFF Supplemental contribution to fund school psychologist time to provide support for students who are at risk, with primary focus on unduplicated students.

For Action #3 the \$40,000 that was to pay for a contractor to help YUSD build MTSS systems was initially expected to come out of LCFF Supplemental funding. However, the district utilized Title 2 funding to pay for this contractor instead.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

One change to a metric is the shift from utilizing the CHKS survey to utilizing the YUSD School Climate Survey—you will see this survey newly listed as a metric/indicator under Goal Area 2, and it is part of the survey data that will be collected under Goal 3, Actions/Services #1. As mentioned earlier, when administered in the Fall of 2019, we will be able to see whether students' perceptions of connectedness have improved over time.

Also, the district's performance on the Chronic Absenteeism indicator is concerning. In addition to the actions and services listed above that are targeted to support school connectedness (intervention specialists, counseling, MTSS, professional development, updated SARB procedures, etc.), the district has also creatively utilized donations to fund a Native American Mentor position—you will see this change reflected under Goal 2, Actions/Services #5. Our Native American students have approximately a 40% chronic absenteeism

rate. The newly hired mentor has been charged with building relationships with families and helping to provide support (even transportation if needed) to improve our students' attendance.

Also, related to our status of qualifying for Differentiated Assistance due to the performance of our special education students across multiple indicators, we are working with the Madera County Office of Education on a root cause analysis of why our attendance is so poor. We have had multiple stakeholder meetings and we will complete our analysis and develop and implement a plan based on our collaborative analysis.

### Goal 3

District will provide opportunities for parents, community members and organizations to participate in all aspects of the educational environment to support and enhance student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: NA

### Annual Measurable Outcomes

Expected

Local Indicator Report: Priority 6 (School Climate)

The district will score "Met" on the Local Survey indicator on the Fall 2019 California School Dashboard.

Actual

The district scored "Met" on the Local Survey indicator, Priority 6, for School Climate, on the California School Dashboard—Local Climate Survey

Expected

Actual

<p>Local Indicator Priority 3: Self-Reflection Tool for Parent Engagement</p> <p>MET</p>	<p>The district scored “Met” on the Local Survey Indicator, Priority 3: Self-Reflection Tool for Parent Engagement; Met</p>
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**Actions / Services**

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>YUSD schools will continue to utilize student committees and surveys to get student input and engage students, and to help guide the development of programs that provide support and safety to students and increase their connectedness to school.</p>	<p>YUSD schools continue to utilize student committees and surveys to get student input and engage students and to help guide program development. Sites have student leadership teams and a student representative is involved in School Site Council meetings and a student representative sits of the YUSD School Board. School also administer a School Climate Survey to students that provides information about their perceptions and experiences of being a student on one of our campuses, and to provide insight as to how connected they are to school. This data is reported annually to the public and school board, and also analyzed during School Site Councils and District Advisory Committees.</p>	<p>\$10,000 LCFF Salaries and Benefits Supplies Services</p>	<p>\$10,000 LCFF (Salaries and benefits &amp; supplies)</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will increase methods of communication between home and school via ConnectEd, press releases, Newsletters, and District and school websites</p>	<p>YUSD has maintained and increased methods of communication between home and school. All sites continue to use ConnectEd, newsletters, district and school websites, and Social Media, including Facebook and Instagram. Furthermore, principals have been tasked with submitting news articles every week or every other week (depending on the site) and to post something to social media at least once a day.</p>	<p>\$1,000 LCFF Supplies Services</p>	<p>\$1,000 LCFF (supplies, services)</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>District will provide parent training to support student achievement (e.g. Math Days, College Readiness/Financial Aid Night, etc.)</p>	<p>The K-8 sites have not provided parent training over the course of the 2018/2019 school-year; however, YHS and Educational Options program do provide a Financial Aid training night, as well as training for parents on the AERIES parent portal during Back to School night.</p>	<p>\$3,000 LCFF Salaries and Benefits Supplies Services</p>	<p>\$1,000 LCFF (Salaries, Supplies, Services)</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will organize site and district advisory groups, which include representation from families and/or staff knowledgeable about educational needs and challenges of at-risk and foster youth, such as District and Site Councils, Site Safety Committees, District Advisory Committee, and District Budget Advisory Committee.</p>	<p>All district sites have active school site councils, site safety committees, and PTA boards. Site representatives also sit on the District Advisory Committee. Yosemite High School also has an active Boosters Club.</p>	<p>\$2,000 LCFF Supplemental Salaries and Benefits Supplies</p>	<p>\$2,000 LCFF (supplies, services)</p>

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

YUSD is doing a fine job of implementing the Actions and Services connected with this goal. The District has maintained and increased its home to school communication and it has also increased its submissions to local newspapers and social media posts. All sites have active school site councils, safety committees, and PTO's.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District met its only Expected Outcome in this area, indicating the Actions and Services associated with this goal have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted expenditures and estimated actual expenditures for this goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

One metric not included in the Expected versus Actual Annual Measurable Outcomes section above is the locally developed YUSD Stakeholder Survey. The purpose of this survey is to gather information from parents and other community stakeholders to help drive LCAP and other educational planning. The purpose is also to provide parents with an opportunity to participate in their child's education and to learn ways that we may be able to engage them at a deeper level. This survey has 20 questions, was administered in October of 2018, and had 250 respondents. The results were publicly shared during YUSD's November School Board Meeting. Generally, findings indicated significant levels of stakeholder concern related to: the way discipline is handled at school, the amount of supervision provided to students, and the amount of time that students are harassed and bullied at school. Most of these issues relate directly to Goal #2 and this feedback has helped district administrators prioritize the actions and services that we have put into place to address the social-emotional needs of students. This survey was added to the metrics and indicators section of Goal #2.

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The district consulted with multiple stakeholders throughout the Spring of 2019 as part of the planning process for the LCAP and the Annual Review and Analysis.

**District leadership:** in addition to engaging in informal conversations and meetings throughout the year, district leadership formally engaged in the annual review and analysis portion of the LCAP for 2018-19 and planning for the 2019-20 LCAP during Educational Services meetings (3/12/19 and 4/24/19). During these meetings the team reviewed data, determined actual Actions and Services, planned and prioritized 2019-20 Actions and Services.

**LCAP Community Input Sessions:** The district hosted four Community Input Sessions—one at each K-8 site and two at the high school/educational options site (3/14/19, 3/21/18, 3/25/19, and 4/2/19). During these sessions, a district representative presented data related to progress the district had made (or not made) towards LCAP expected outcomes, presented and led discussions on each planned Action and Service, and gathered information from those present related to needs, preferences, and priorities. Feedback contributed by community members included the following expressed priorities: lower class sizes, continue to build Multi-tiered Systems of Support (MTSS), maintain newly added Intervention Specialist, continue to provide leadership opportunities to students, continue to provide enrichment opportunities to students, devote more resources to recruiting high quality teachers, increase counseling services, invest in professional development, increased Advanced Placement (AP) opportunities, increase custodial services, and improve services related to technology.

**School Site Council Meetings (SSC):** Each site held SSC meetings, during which members reviewed progress towards SPSA/LCAP goals and provided input into priorities for Actions and Services.

District Advisory Committees (DAC): The district hosted three District Advisory Committees (3/5/19, 3/26/19, 4/30/19, and 5/30/19). During these meetings, a district representative presented data related to progress that district has made related to LCAP goals and the implementation of Actions and Services for 2018-19. During these meetings the team also discussed priorities for Actions and Services for the 2019-20 LCAP. Input from these stakeholders includes prioritizing attendance by following the SARB process and also working on decreasing our Suspension rates. Also, based on input from the DAC, an Action and Service related to creating awareness in students regarding the dangers of vaping was added to our LCAP: Goal 2, Action and Service #6.

CSEA Input Session: District met with representatives from the classified union. During this meeting, a district representative presented data related to progress that district has made related to LCAP goals and the implementation of Actions and Services for 2018-19. During this meeting the team also discussed priorities for Actions and Services for the 2019-20 LCAP. Input from these stakeholders includes prioritizing custodial services (adding a six hour custodian), cross training classified staff, and maximizing the efficiency of how the campuses are structured (room use, cleaning, electricity, etc.).

YUTA Input Session: District met with representatives from the certificated union. During this meeting, a district representative presented data related to progress that district has made related to LCAP goals and the implementation of Actions and Services for 2018-19. During this meeting the team also discussed priorities for Actions and Services for the 2019-20 LCAP. Input from these stakeholders includes bringing health care to our high school campus, having a washer and dryer on campus, having functional technology (computer lab at Educational Options campus), developing partnerships with churches, and providing transportation for Adult Education students, and getting a reading lab up and running at Coarsegold Elementary School.

The District hosted a Student Senate on 5/13/19 with student representatives from all sites—approximately 30 students in all. During this time data was reviewed and priorities relating to LCAP Actions and Services were discussed. Student priorities were teacher accountability, focusing on teaching and not just technology, more mental health services for students, and having an administration that cares about them. Partially due to this student input, the district is enhancing its mental health support for students—see Modified Action and Service #2 under Goal 2 of 2019-20 LCAP.

The district held a public hearing for the LCAP on June 17, 2019, and hopes to have it approved by the School Board on June 18, 2019.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Input that was provided by the community during the LCAP input sessions was useful in that it confirmed that many of the district's priorities are shared by community members—including things like the recruitment of high-quality teachers, professional development and enrichment opportunities—all of which are included in this LCAP. Additionally, input from multiple stakeholders during each of the K-8 community input sessions also demonstrated how much the addition of the Intervention Specialists and the building of Multi-Tiered Systems of Support is valued by community members. Partially due to this feedback, the district intends to continue this support next year—you will see these things built into the 2019-20 LCAP under Goal 1, Action and Service 3, and Goal 2, Action and Service 3.

Input that was gathered during District Advisory Committee meetings highlighted the importance of attendance and SARB procedures. You will notice that attendance continues to be one of our important metrics and that the District decided to continue to include SARB procedures as one of our Actions and Services—you will see this built into the 2019-20 LCAP under Goal 2, Action and Service 4. Input gathered at District Advisory Committee meetings also highlighted the importance of creating awareness in our students, parents, and staff about the dangers of vaping and providing prevention strategies for students. As a result of this, YUSD added an Action and Service to address this—Goal 2, Action and Service #6.

The consultation with the YUTA representatives was helpful in that it highlighted the absence of an active reading lab at Coarsegold Elementary School (CES). This is a gap that the district has worked to fill—the district did hire an intervention specialist and did send her to training this school year to learn Lindamood Bell reading intervention, and is planning to have her start the reading lab next year. However, this Action and Service was conspicuously absent from the LCAP, and therefore has been added. See Goal 1, Action and Service 13.

As mentioned above, partially due to student input, the district is enhancing its mental health support for students—see Modified Action and Service #2 under Goal 2 of 2019-20 LCAP

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

All students will be provided high quality instruction within a broad and rigorous curriculum that will prepare them for success in college and the workplace.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: IB Exam pass rate

### Identified Need:

Based on analysis of current state and local assessment data, there is a need to increase the level of student achievement as measured by the percentage of students performing at grade level, graduating, and being college and/or career ready.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Academic Indicator, ELA (Distance from Level 3) CAASPP Grades 3-8	<p>All: 10.9 points below</p> <p>Low Income: 37.5 points below</p> <p>Hispanic: 34.7 points below</p> <p>White: 4.2 points below</p> <p>Students w/Disabilities: 108.5 points below</p> <p>American Indian: 53.4 points below</p> <p>Two or More Races: 3.2 points above</p>	<p>Mean distance from Level 3 in ELA will improve –</p> <p>All students: 7 points to 3.9 points below. (Green category)</p> <p>Low Income: 10 points to 27.5 points below (Yellow Category)</p> <p>Hispanic: 10 points to 24.7 points below (Yellow Category)</p> <p>White: 7 points to 2.8 points above (Green Category)</p> <p>Students with Disabilities: 13 points to 95.5 points below (Orange Category)</p> <p>American Indian: 15</p>	<p>18-19 CAASP ELA Goals:</p> <p>All students: 5 points below level 3</p> <p>Low income: 20 points below level 3</p> <p>Hispanic: 20 points below level 3</p> <p>White: 0 points below level 3</p> <p>Students with Disabilities: 60 points below level 3</p> <p>American Indian: 15 points below level 3</p> <p>Two or More Races: 0 points below level 3</p>	<p>18-19 CAASP ELA Goals:</p> <p>All students: 5 points above level 3</p> <p>Low income: 10 points below level 3</p> <p>Hispanic: 5 points below level 3</p> <p>White: 10 points above level 3</p> <p>Students with Disabilities: 70 points below level 3</p> <p>American Indian: 15 points below level 3</p> <p>Two or More Races: 5 points above level 3</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>points to 38.4 points below</p> <p>Two or More Races: 7 points to 10.2 points above</p> <p>(Green Category)</p>		
<p>Academic Indicator, Math (Distance from Level 3) CAASPP Grades 3-8</p>	<p>All: 30.7 points below</p> <p>Low Income: 54.6 points below</p> <p>Hispanic: 53.9 points below</p> <p>White: 24.5 points below</p> <p>Students w/Disabilities: 131.5 points below</p> <p>American Indian: 47.8 points below</p> <p>Two or More Races: 24.6 points below</p>	<p>Mean distance from Level 3 in math will improve –</p> <p>All students: 5.7 points to 25 points below. (Green category)</p> <p>Low Income: 10 points to 44.6 points below (Yellow Category)</p> <p>Hispanic: 9 points to 44.9 points below (Yellow Category)</p> <p>White: 8 points to 16.5 points below (Green Category)</p> <p>Students with Disabilities: 12 points to</p>	<p>19-20 CAASPP Math Goals:</p> <p>All Students: 20 points below level 3</p> <p>Low Income: 30 points below level 3</p> <p>Hispanic: 30 points below level 3</p> <p>White: 15 points below level 3</p> <p>Students with Disabilities: 75 points below level 3</p> <p>American Indian: 20 points below level 3</p> <p>Two or More Races: 15 points below level 3</p>	<p>19-20 CAASPP Math Goals:</p> <p>All Students: 30 points below level 3</p> <p>Low Income: 55 points below level 3</p> <p>Hispanic: 45 points below level 3</p> <p>White: 25 points below level 3</p> <p>Students with Disabilities: 130 points below level 3</p> <p>American Indian: 30 points below level 3</p> <p>Two or More Races: 20 points below level 3</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>119.5 points below (Orange Category) American Indian: 8 points to 39.8 points below</p> <p>Two or More Races: 5 points to 19.6 points below</p> <p>(Green Category)</p>		
<p>Graduation Rate Indicator</p>	<p>93.4%</p>	<p>94.5% (Green Category)</p>	<p>YUSD will have a graduation rate of 93%.</p>	<p>Graduation Rate:  All students: 94%  SED: 92%</p>
<p>College-Career Indicator</p>	<p>The baseline data will be available with the Fall release of the California School Dashboard.</p> <p>Preliminary data provided by the state for 2013-14 show a base of 32%.</p>	<p>38%</p>	<p>Fall 2019 California Dashboard Goals:  All Students: 45% Homeless: 30% Socioeconomically Disadvantaged: 40% Students with Disabilities: 20% Hispanic: 30% Two or More Races: 50%</p>	<p>College-Career Indicator:  All Students: 40%  SED: 35%  SWD: 20%  Hispanic: 25%  Two or More Races: 70%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>White: 50%</p> <p>Fall 2017 California School Dashboard shows the following CollegeCareer information:</p> <p>All Students: 32%            Homeless: 15%            Socioeconomically Disadvantaged: 22.9%            Students with Disabilities: 3.6%            Hispanic: 12%            Two or More Races: 36.4%            White: 35%</p>	<p>White: 45%</p>
<p>Teachers appropriately credentialed and assigned.</p> <p>Local Priority #1: District will score "MET" on local dashboard</p>	<p>100% appropriately credentialed and assigned.</p>	<p>100% appropriately credentialed and assigned.</p> <p>MET</p>	<p>The district will maintain a score of "MET" for Basics category.</p> <p>The district reported a score of "MET" for the Basics category in the Fall 2017 California School Dashboard.</p>	<p>100% of teachers appropriately credentialed and assigned</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
indicators for basic services				
IB Exam Pass Rate	Data will be updated when it becomes available [75.9% (2014)].	80%	Increase participation to 80 and pass rate to 70%.  2017: 48/71 = 67.6%	IB Passage rate: 85%
AP Exam Pass Rate	30.9% (2015-2016)	37%	40%  2017: 26.9%	AP Passage rate: 60%
Students have sufficient access to high-quality, standards-aligned curriculum and instructional materials.  Local Priority #1: District will score "MET" on local dash board indicators for basic services.	100% of students have sufficient access to highquality, standards-aligned curriculum and instructional materials.	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.  MET	The district will maintain a score of "MET" for implementation of state standards category.  The district scored "MET" for implementation of state standards on the Fall 2017 California School Dashboard.	100% of students will have access to high-quality standards-aligned curriculum and instructional materials.
Early Academic Placement	ELA: 63% Ready or Conditionally Ready (2016)	ELA: 66% Ready or Conditionally Ready	2019 Goals ELA: 66% Ready or Conditionally Ready	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math: 20% Ready or Conditionally Ready (2016)	Math: 30% Ready or Conditionally Ready	Math: 40% Ready or Conditionally Ready  2017 Results ELA: 55% Ready or Conditionally Ready Math: 25% Ready or Conditionally Ready	
UC/CSU "A-G" completers	29.3% (2015-2016)	35%	2019 Goal: 30%  2017: 28.2%	
EL Learner Reclassification Rate	The current EL population in YUSD is too small for the data to be reported.	N/A	Should the data become available in 2018, the LCAP will be updated to include a relevant goal	5% EL Reclassification Rate
EL Progress in English Proficiency as measured by California English Language Development Test (CELDT) and/or English Language Proficiency Assessments for	The current EL population in YUSD is too small for the data to be reported.	Should the data become available in 2018, the LCAP will be updated to include a relevant goal	Should the data become available in 2018, the LCAP will be updated to include a relevant goal	NA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California (ELPAC).  English Learner Progress indicator from the California School Dashboard				
Access to a broad course of study	100% access	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

**2017-18 Actions/Services**

Provide professional development for teachers to deliver CCSS, utilize technology in instruction and create 21st Century classrooms that meet the needs of all learners.

1. Provide teacher collaboration time that will enhance the collective capacity of the teaching staff.

**2018-19 Actions/Services**

Provide professional development to certificated staff related to improving instructional practices, with topics in areas including inclusion, differentiation, universally designed learning and equity; topics that will ensure equity for all students, including students with disabilities, low income students, English language learners, and Homeless/Foster youth.

**2019-20 Actions/Services**

Assess professional development provided in 2018-19 and determine next steps based on participant feedback and analysis of student performance and climate data.

Provide CCSS PD in areas of Social Studies and Next Generation Science Standards (NGSS), that focuses on strategies to ensure all students can

2017-18 Actions/Services

- 2. Provide funding for teachers to develop additional training in CCSS and access for English Learners, students with disabilities, and other student groups to close achievement gaps.
- 3. Professional development to support CCSS lessons in new California State standards in Science to deliver powerful first instruction modeling universal design for learning (UDL).
- 4. Professional development to support CCSS lessons in new California State standards in Social Studies to deliver powerful first instruction modeling universal designs for learning (UDL)
- 5. Provide funding for AP/IB trainings.
- 6. Provide 1.5 hours weekly (early release/late start days) for additional training cohort and/or CCSS.

2018-19 Actions/Services

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2019-20 Actions/Services

access learning, particularly our most vulnerable groups (SWD, EL's SED, and Homeless/Foster youth).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$4000
Source	LCFF Supplemental	LCFF Supplemental	Title II

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries and benefits, materials, contracted services	Salaries and Benefits Supplies Professional Services	Salaries & benefits Professional services

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

Recruit and retain high quality teachers, ensuring appropriate credentialing

2019-20 Actions/Services

Recruit and retain high quality teachers, ensuring appropriate credentialing.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	\$5000.	\$35,000
Source	NA	LCFF	LCFF
Budget Reference	NA	Salaries and Benefits, Supplies, Services (Edjoin Contract)	Induction program Salaries and benefits Materials and supplies

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Provide multiple educational programs to help all students succeed.

**Actions:**

1. Enhance programs for School Readiness for primary-level students. Coordinate with local pre-schools and Head Start Programs.
3. Offer Behavior Intervention program at Meadowbrook Community School for shortterm and long-term placements of 4th to 8th grade students.

**2018-19 Actions/Services**

Provide additional FTE certificated staff member (Intervention Specialist) at each elementary (K-8) site and at Yosemite High School to provide additional academic and social/emotional/behavioral intervention support. Student achievement, attendance, and discipline data will be used to identify students in need of intervention. English learners, Homeless/Foster Youth, and Low income students make up the majority of students who need this additional support.

**2019-20 Actions/Services**

Continue providing additional FTE certificated staff members at each K-8 site and at the high school/ed opts program to provide additional academic and social/emotional/behavioral intervention support. Student achievement, attendance, and discipline data will be used to identify students in need of intervention. English learners, Homeless/Foster Youth, and Low-income students make up the majority of students who require this additional support.

2017-18 Actions/Services

4. Employ a Behavior Specialist for intervention support of students, staff and parents at Elementary sites.  
 5. Maintain Reading Lab at Coarsegold Elementary School.  
 Implement a Reading Support Program at Rivergold Elementary School for primary students

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$255,000	\$270,000
Source	LCFF Supplemental	Title 1	Title 1
Budget Reference	Salaries and benefits, materials, contracted services	Salaries and benefits	Salary and benefits

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

All students will have access to a broad and rigorous academic program including

**2018-19 Actions/Services**

All students, including unduplicated pupils and individuals with exceptional needs, will have access to a broad and

**2019-20 Actions/Services**

All students, including unduplicated pupils and individuals with exceptional needs, will have access to a broad and rigorous academic program, including enrichment

2017-18 Actions/Services

enrichment programs to prepare students for college and career. Actions:

1. Offer enrichment programs through electives, after-school and field trip learning opportunities in K-8 program.

Offer blended options for initial credit in specialized subject areas.

2018-19 Actions/Services

rigorous academic program, including enrichment programs, to prepare them for college and career. At K-8 sites this includes opportunities related to sports and field trips. At the high school level, this includes opportunities such as participation in athletics and field trips, as well as participation in International Baccalaureate (IB), Advanced Placement (AP), Dual Enrollment, Regional Occupational Program (ROP) and Career Tech. Ed.(CTE).

2019-20 Actions/Services

programs, to prepare them for college and career. At K-8 sites this includes opportunities related to sports and field trips. At the high school level, this includes opportunities such as participation in athletics and field trips, as well as participation in International Baccalaureate (IB), Advanced Placement (AP), Dual Enrollment, and Career Tech. Ed.(CTE). Access to a broad and rigorous program impacts unduplicated students to a greater extent than less vulnerable populations, and helps to close achievement gaps.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$150,000	Total: 582,000	\$ 358,000
Source	LCFF Supplemental	LCFF: Athletics: 100,000, Field trips 150,000, IB 85,000, AP 10,000, & Dual Enrollment 20,000  State funding for programs: ROP 92,000 and CTE 125,000	CTE funding 100,000 Supplemental: 158,000 LCFF: 100,000
Budget Reference	Salaries and benefits, materials, contracted services	Salaries and benefits (certificated and classified)	Salary and benefits Supplies

Year	2017-18	2018-19	2019-20
		Transportation Supplies	Professional services

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

Students with Disabilities (SWD) have access to a robust Special Education Program, with individualized services and supports based on an individualized educational program.

2019-20 Actions/Services

Students with Disabilities (SWD) have access to a robust Special Education Program, with individualized services and supports based on an individualized educational program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	\$2,200,000	Total: 2,008,110
Source	NA	Fed funding sped: 127,700 State fund (6500): \$268,300 LCFF: 1,712,000	Resource 6500: \$281,357 Resource 3310: \$105,105 LCFF: \$1,621,648
Budget Reference	NA	Salaries and Benefits Supplies	Salary and benefits Supplies Services

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

NA

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide, with priority given to unduplicated student groups

District Educational Options Programs

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

NA

**2018-19 Actions/Services**

Students who struggle in a traditional comprehensive high school or elementary school environment have access to robust alternative educational programs ranging from home school, independent study, partial day and blended programs—priority is given to unduplicated students.

**2019-20 Actions/Services**

Students who struggle in a traditional comprehensive high school or elementary school environment have access to robust alternative educational programs ranging from home school, independent study, partial day and blended programs—priority is given to unduplicated students. These programs are principally directed towards providing

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

unduplicated pupils with support to ensure better outcomes.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	\$540,000 Total	907,381: Total
Source	NA	LCFF Supplemental LCFF Base	907,381 (Supplemental)
Budget Reference	NA	Salaries and benefits: \$465,000 Supplies and services: \$75,000	Salary and benefits Supplies and services

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

NA

**2018-19 Actions/Services**

District will conduct a needs assessment related to curriculum, form a curriculum committee, and go through a process of selecting and adopting standards aligned curriculum across grade levels for the subjects of ELA, Math, and Social Science (NGSS Science Curriculum not yet available).

**2019-20 Actions/Services**

District will purchase new curriculum materials and provide professional development to staff related to curriculum across subject areas.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	\$257,000 Total	\$50,000
Source	NA	Services: Consultant/PD Salaries and Benefits: Subs for PD	Title 2

Year	2017-18	2018-19	2019-20
		Materials: Curriculum purchase	
Budget Reference	NA	Title II: \$10,000 Title II: \$5000 Lottery/Instructional Materials: \$242,000	Professional Services Salary and benefits Materials and supplies
Amount	NA	NA	\$242,000
Source	NA	NA	Materials: Curriculum purchase
Budget Reference	NA	NA	Lottery/Instructional Materials

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

NA

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Expand English support programs to promote greater student achievement and teacher effectiveness across all grade levels. Use formative assessments to identify students with needs and provide intervention including English learners. Provide staff development on intervention strategies to support students with special needs.

**2018-19 Actions/Services**

Expand English language support programs to promote greater student achievement and teacher effectiveness across all grade levels. Use assessment data to identify students with needs and provide targeted intervention to support student learning and language acquisition. Provide professional development to staff in the area of English language development

**2019-20 Actions/Services**

Provide professional development to staff related to the following: identification of EL students who need support, curriculum and instructional practices to support EL students, and intervention and progress monitoring strategies appropriate for EL students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$20,000 Total	\$2000

Year	2017-18	2018-19	2019-20
Source	LCFF Supplemental	LCFF Supplemental: Subs for PD LCFF Supplemental: Consultant LCFF Supplemental: Professional Development	LCFF Supplemental
Budget Reference	Salaries and benefits, materials, contracted services	Salaries and Benefits: \$5,000 Services: \$10,000 Materials: \$5,000	Salaries and benefits Professional services

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Yosemite High School

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

NA

2018-19 Actions/Services

Badger Academy: Teacher assigned to all Freshman as an intervention since they are a high risk group; this allows for more targeted support for student groups that tend to experience more difficulty passing classes and graduating.

2019-20 Actions/Services

Badger Academy: Teacher assigned to all Freshman as an intervention since they are a high risk group; this intervention is principally directed at providing more targeted support for student groups that tend to experience more difficulty passing classes and graduating.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	\$100,000	\$102,600
Source	NA	LCFF Supplemental	LCFF Supplemental
Budget Reference	NA	Salaries and benefits	Salary and benefits

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

NA

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees access to effective technology to support district's

2018-19 Actions/Services

Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees access to effective technology to support district's

2019-20 Actions/Services

Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees access to effective technology to support district's

2017-18 Actions/Services

intervention strategies provided to help all students succeed

2018-19 Actions/Services

intervention practices and innovative, engaging instruction and assessment. Study student and staff satisfaction with technology services. If funding and staffing permit, implement practices to address student and staff concerns.

2019-20 Actions/Services

intervention practices and innovative, engaging instruction and assessment. This action is principally directed towards supporting unduplicated students, who typically struggle more with academic achievement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$297,784	\$160,000
Source	LCFF Base	LCFF	\$70,000 LCFF Supplemental \$90,000 LCFF
Budget Reference	Salaries and benefits, contracted services, non-capitalized equipment	Salaries and benefits Supplies Services	Salary and benefits

**Action 11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Expand math support programs to promote greater student achievement and teacher effectiveness across all grade levels. Provide staff development on intervention strategies to support students with special needs

**2018-19 Actions/Services**

Discontinued in this goal and moved to Goal 3

**2019-20 Actions/Services**

Not Applicable

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$297,784	NA

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF	NA
Budget Reference	Salaries and benefits, contracted services, non-capitalized equipment	Salaries and benefits Supplies Services	NA

## Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

## 2017-18 Actions/Services

Expand math support programs to promote greater student achievement and teacher effectiveness across all grade levels. Provide staff development on intervention strategies to support students with special needs

## 2018-19 Actions/Services

Discontinued in this goal and moved to Action 3

## 2019-20 Actions/Services

Expand math support programs to promote greater student achievement and teacher effectiveness—ST Math intervention.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,000	NA	\$30,000
Source	LCFF Supplemental	NA	Low Performing Students Block Grant
Budget Reference	Salaries and benefits, materials, contracted services	NA	Professional Services Supplies and Materials
Amount	NA	NA	\$160,000
Source	NA	NA	\$70,000 LCFF Supplemental \$90,000 LCFF
Budget Reference	NA	NA	Salary and benefits

## Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Coarsegold Elementary School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

NA

Select from New, Modified, or Unchanged for 2018-19

NA

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

Implement reading lab for students in need of intervention

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$5000
Source	NA	NA	\$2000 Low Performing Students Block Grant \$3000 LCFF Supplemental
Budget Reference	NA	NA	Professional Services Salary and benefits Supplies

## Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All (Math IB Students)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Yosemite High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

NA

Select from New, Modified, or Unchanged for 2018-19

NA

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

Purchase updated curriculum for IB Math class.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$4000
Source	NA	NA	Restricted Lottery
Budget Reference	NA	NA	Supplies

**Action 15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

EL, FY, and SED

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

NA

Select from New, Modified, or Unchanged for 2018-19

NA

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

Provide teaching staff with release time to collaborate and plan instruction—these resources will principally be directed towards helping to close the achievement gap between all students in general and unduplicated students, who tend to struggle more than their peers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$55,000
Source	NA	NA	LCFF Supplemental
Budget Reference	NA	NA	Salaries and benefits Professional services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

All students will be provided a safe, clean, learning environment and be provided with opportunities for engagement within a positive school climate.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: NA

### Identified Need:

All schools will provide a safe and secure environment with a positive school culture and strong connections between students and school staff to provide for social and emotional support.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	Yosemite High School - 95.02% Coarsegold Elementary – 93.54% Rivergold Elementary— 94.6%	Yosemite High School - 95% Coarsegold Elementary – 95% Rivergold Elementary— 95%	18-19 Attendance Data Goals: Ahwahnee High School: 80% Coarsegold Elementary: 95% Evergreen High School: 85% Rivergold Elementary: 95.5% Yosemite Falls Education Center: 90% Yosemite High School: 95.5%  17-18 Attendance Data Through P-2 Ahwahnee High School: 75.2% Coarsegold Elementary: 93.9% Evergreen High School: 79.4% Rivergold Elementary: 94.5%	Attendance Rate (through P-2) Goals:  Ahwahnee High School: 85%  Coarsegold Elementary: 95%  Evergreen High School: 85%  Rivergold Elementary: 96%  Yosemite Falls Education Center: 85%  Yosemite High School: 98%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Yosemite Falls Education Center: 85.5% Yosemite High School: 95.1%	
Suspension Rate	All Students: 5.6% SED: 7% SWD: 8.7% American Indian: 13.8% Asian: 13.3% Hispanic: 3.4% Two or More Races: 5.2% White: 5.5%	All Students: 5% SED: 6% SWD: 6.5% American Indian: 10% Asian: 7% Hispanic: 3% Two or More Races: 4.5% White: 5%	Rate Report Goals: All Students: 5% Foster Youth: 8% Homeless: 10% Socioeconomically Disadvantaged: 9% Students with Disabilities: 8% American Indian: 14% Hispanic: 6% Two or More Races: 4% White: 4%  Fall 2017 California Dashboard Suspension Rate Report Data: All Students: 8.1% Foster Youth: 10.5% Homeless: 15.4% Socioeconomically Disadvantaged: 11.9%	All Students: 3% Foster Youth: 6% Homeless: 6% SED: 6% SWD: 6% American Indian: 6% Hispanic: 6% Two or More Races: 4% White: 4%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Students with Disabilities: 9.5% American Indian: 21% Hispanic: 8.2% Two or More Races: 6.7% White: 7.8%	
<p>Maintain and increase key indicators from the California Healthy Kids survey.</p> <p>Local Priority #6: District will score a MET on the local indicator for school climate</p>	<p>School Connectedness:            7th grade – 62%            9th grade – 48%            11th grade – 56%</p>	<p>School Connectedness” will increase at each grade level assessed with the CHKS over the prior year.</p> <p>The survey results will be analyzed and presented to the Governing Board and stakeholders.</p> <p>MET</p>	<p>The district will score "Met" on the Fall 2019 California School Dashboard Local Climate Survey indicator.</p> <p>The maintain and increase key indicators from the California Healthy Kids</p> <p>Survey measure is being discontinued since it is no longer a required state metric.</p>	<p>District will administer YUSD Stakeholder Survey in the Fall, and report out of results to the School Board.</p>
<p>Chronic Absenteeism Rate Indicator</p>	<p>17.0% (2015)            Baseline data will be updated when Dashboard released in Fall</p>	<p>Decrease by 1% from prior year.</p>	<p>Chronic Absenteeism Rate Indicator Goals Fall 2019 California School Dashboard:            Yosemite Unified: 10%</p>	<p>Chronic Absenteeism Rate:            All Students: 12%            American Indian or Alaska Native: 30%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>African American: 10%                      American Indian or Alaska Native: 23%                      Asian: 0%                      Hispanic or Latino: 10%                      White: 10%                      Two or More Races: 10%</p> <p>Chronic Absenteeism Rate Indicator from Fall 2017 California School Dashboard:</p> <p>Yosemite Unified: 13.1%                      African American: 12.5%                      American Indian or Alaska Native: 29.6%                      Asian: 0%                      Hispanic or Latino: 14.9%                      White: 12.2%                      Two or More Races: 13.2%</p>	<p>Asian: 4%                      Hispanic or Latino: 9%                      White: 9%                      Two or More Races: 10%</p>
Middle School Dropout Rate	0	0	Maintain 0% middle school dropout rate	Maintain 0% middle school dropout rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School Dropout Rate	5.3% (2016)	4%	Goal for 2019: 0.6% DataQuest lists the 2016-17 annual adjusted grade 9-12 dropout rate as 0.8%	Decrease to .5%
Pupil Expulsion Rates	0 (2016)	0	Maintain 0% expulsion rate	Maintain 0% expulsion rate
FIT Scores  Local Priority #1: District will score "MET" on local dashboard indicators for basic services	To be updated	FIT score of "good" or above. Results will be reported to the Governing Board and stakeholders.  MET	FIT score of "good" or above for all sites.  Results will be reported to the Governing Board and stakeholders.  MET	FIT score of "good" or above for all sites.  Results will be reported to the Governing Board and stakeholders.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Custodial and maintenance services will provide clean, safe and healthy school campuses.

**2018-19 Actions/Services**

Custodial and maintenance services will provide for a clean and safe learning environment.

**2019-20 Actions/Services**

Custodial and maintenance services will provide for a clean and safe learning environment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000,000	\$900,000 for custodial + maintenance	\$1,550,000
Source	LCFF Base	RRMA: \$600,000 LCFF: \$300,000	RRMA: 808,000 LCFF (RRMA ): 1,100,000 LCFF: \$450,000
Budget Reference	Salaries and benefits, materials and supplies	Salaries and Benefits Supplies Services	Salary and benefits Supplies Professional Services

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide social/emotional support to at-risk (any student performing below grade level) students in order to improve grades, attendance and discipline.

1. Provide social and emotional counseling services.
2. Provide professional development for all staff to address student social and emotional needs.
3. Provide counseling services to implement and support Alternative Education to reduce problem behaviors and increase academic performance.

Continue implementation and support of the PBIS program to reduce problem behaviors (e.g. bullying) and increase academic performance.

2018-19 Actions/Services

Students at-risk for social/emotional/behavioral issues will have access to counseling support services, with priority given to EL, Homeless/Foster Youth, and Low-Income students, as appropriate.

2019-20 Actions/Services

Students at-risk for social/emotional/behavioral issues will have access to counseling support services, with priority given to EL, Homeless/Foster Youth, and Low-Income students, as appropriate.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$125,000	\$150,000 Total	\$110,000

Year	2017-18	2018-19	2019-20
Source	LCFF Supplemental	LCFF Supplemental: \$140,000 Title1: \$10,000	Supplemental
Budget Reference	Salaries and benefits, materials and supplies, contracted services	Salary and benefits Services: Contract with outside counselor	Salary and benefits

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Utilize student committees and surveys to get student input and engage students to help guide the development of programs that provide support and safety to students and increase their connectedness to school. 1. Maintain and expand student committees with emphasis on school safety and culture plus student representation on site and district committees.

2. Administer “Speak Up” Technology Survey to assess student input.

3. Administer “Healthy Kids Survey” to assess student perceptions of campus culture.

LCAP Student Survey

2018-19 Actions/Services

Consultant will assist district with the implementation of multi-tiered systems of support (MTSS) to address social/emotional issues at the elementary level.

2019-20 Actions/Services

Consultant will assist district with the implementation of multi-tiered systems of support (MTSS) to address social/emotional issues at the elementary and high school level.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$40,000	\$30,000
Source	LCFF Supplemental	LCFF Supplemental	Low Performing Students Block Grant
Budget Reference	Salaries and benefits, materials and supplies	Services: Professional Consulting	Professional Services

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

The District will utilize a School Attendance and Review process to address chronic absenteeism.

- Promote Board policies about attendance and the SARB process in the Parent-Student Handbooks.
- Continue to implement plan to address chronic absenteeism.

Continue monthly SARB Board meetings.

2018-19 Actions/Services

The District will utilize a School Attendance and Review Board (SARB) process to: identify students with attendance issues, provide support to students and families, and to follow through with county level SARB referrals when it is warranted

2019-20 Actions/Services

The District will utilize a School Attendance and Review Board (SARB) process to: identify students with attendance issues, provide support to students and families, and to follow through with county level SARB referrals when it is warranted

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$25,000	\$18,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF
Budget Reference	Materials and supplies, Contracted services	Salaries and Benefits	Salary and benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Native American Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

NA

Select from New, Modified, or Unchanged for 2018-19

NA

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

Employ Native American Mentor to provide support to Native American

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

students. Mentor will provide support by connecting with students and families, providing social skills and/or peer mediating education, and organizing culturally relevant activities and field trips.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$55,000
Source	NA	NA	Tribal Donation \$
Budget Reference	NA	NA	Salary and benefits

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

NA

Select from New, Modified, or Unchanged for 2018-19

NA

Select from New, Modified, or Unchanged for 2019-20

New

**2017-18 Actions/Services**

NA

**2018-19 Actions/Services**

NA

**2019-20 Actions/Services**

Create awareness in students, parents, and staff about the dangers of vaping and providing prevention services for students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$2000
Source	NA	NA	LCFF
Budget Reference	NA	NA	Salary and benefits Supplies Professional Services

## Goal 3

Provide opportunities for students, parents, community members, and organizations to participate in all aspects of the educational environment to support and enhance student success.

### State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Not Applicable

### Identified Need:

Maintain positive communication between home and school and provide opportunities for stakeholder engagement.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Climate Survey indicator on the California School Dashboard	The district scored "Met" on the Local Survey indicator on the Fall 2017 California School Dashboard.	NA	The district will score "Met" on the Local Survey indicator on the Fall 2019 California School Dashboard.	District will administer YUSD School Climate Survey in the Fall, and report out of results to the School Board
Local Indicator #3: Maintain or increase site and district advisory groups to promote	Badger Pack--Yosemite High School School Site Councils-- Alternative Education,	NA	Local Indicator #3: MET	District will maintain or increase site and district advisory groups to promote parent input in decision making,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent input in decision making, including parents of unduplicated pupils and students with exceptional needs.	Coarsegold Elementary, Rivergold Elementary, Yosemite High School CTE Advisory Committee District Advisory Council District Budget Advisory Council Safety Committee			including parents of unduplicated students with exceptional needs.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

YUSD schools will continue to utilize student committees and surveys to get student input and engage students, and to help guide the development of programs that provide support and safety to students, and increase their connectedness to school

2019-20 Actions/Services

YUSD schools will continue to utilize student committees and surveys to get student input and engage students, and to help guide the development of programs that provide support and safety to students, and increase their connectedness to school

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	\$10,000	\$10,000
Source	NA	LCFF	LCFF
NA	NA	Salaries and Benefits Supplies Services	Salaries and benefits Supplies Professional services

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Maintain or increase methods of communication between home and school.

\*ConnectEd

\*Newsletters

\*District's and schools' websites

2018-19 Actions/Services

The District will increase methods of communication between home and school via ConnectEd, press releases, Newsletters, and District and school websites

2019-20 Actions/Services

The District will increase communication between home and school via ConnectEd, press releases, Newsletters, and District and school websites.

2017-18 Actions/Services

\*Social Media - Facebook accounts for each site  
\*Twitter accounts for each site

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500	\$1000	\$2000
Source	LCFF Base	LCFF	LCFF
Budget Reference	Books and supplies	Supplies Services	Salary and benefits Supplies Professional services

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Provide parent training to support student achievement (e.g. Math Days, College Readiness/Financial Aid Night, etc.).

**2018-19 Actions/Services**

District will provide parent training to support student achievement (e.g. Math Days, College Readiness/Financial Aid Night, etc.)

**2019-20 Actions/Services**

District will provide parent training to support student achievement (e.g. Math Days, College Readiness/Financial Aid Night, etc.)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3000
Source	LCFF Supplemental	LCFF	Title 1 Family Engagement \$
Budget Reference	Salaries and Benefits Materials and Supplies	Salaries and Benefits Supplies Services	Salary and benefits Supplies Professional services

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Organize site and district advisory groups which include representation from families and/or staff knowledgeable about

2018-19 Actions/Services

Describe the 2018-19 action/service here] The District will organize site and district advisory groups, which include representation from families and/or staff knowledgeable about educational needs

2019-20 Actions/Services

The District will organize site and district advisory groups, which include representation from families and/or staff knowledgeable about educational needs and challenges of at-risk and foster youth,

2017-18 Actions/Services

educational needs and challenges of at-risk and foster youth.

- \*Site Councils
- \*Site Safety Committees
- \*District Advisory Committee
- \*Surveys/Ad Hoc panels

2018-19 Actions/Services

and challenges of at-risk and foster youth, such as District and Site Councils, Site Safety Committees, District Advisory Committee, and District Budget Advisory Committee.

2019-20 Actions/Services

such as District and Site Councils, Site Safety Committees, District Advisory Committee, and District Budget Advisory Committee.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,000	\$2000
Source	LCFF Supplemental	LCFF Supplemental	LCFF
Budget Reference	Salaries and Benefits Supplies	Salaries and Benefits Supplies	Salaries and benefits Supplies

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide staff training at each site for updating parent student portal.

2018-19 Actions/Services

This action will be discontinued in the 2018-19 LCAP year.

2019-20 Actions/Services

This action has been discontinued.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	NA	NA
Source	LCFF Supplemental	NA	NA
Budget Reference	Salaries and Benefits Supplies	NA	NA

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,407,582

10.09%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The percentage of unduplicated students in YUSD is 51.22%. YUSD must demonstrate that it is providing increased or improved services for unduplicated students relative to the basic services that are provided to all of our students with the LCFF Base Grant funds. YUSD receives approximately \$14.4 million in base funds; therefore, YUSD must show increased or improved services of at least 10.09% above the basic services provided by the 14.4 million. The services that YUSD will provide for its unduplicated pupils for the 2019-20 school year will be increased or improved by at least 10.09% over the base grant.

The Actions and Services that are principally directed towards improving outcomes for our more vulnerable student groups (English language learners (ELLs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) include the following:

Goal 1, Action 4: All students, including unduplicated pupils and individuals with exceptional needs, will have access to a broad and rigorous academic program, including enrichment programs, to prepare them for college and career. At K-8 sites this includes opportunities related to athletics and field trips. At the high school level, this includes opportunities such as participation in athletics and field trips, as well as participation in International Baccalaureate (IB), Advance Placement (AP), Dual Enrollment, and Career Technical Education (CTE). Access to a broad and rigorous program impacts unduplicated students to a greater extent than less vulnerable populations and helps close the achievement gap. YUSD is utilizing approximately \$158,000 of Supplemental funding to help support

these programs. These opportunities and rigorous programs should directly impact academic achievement. Moreover, participation in athletics and field trips will also positively impact school connectedness, and lead to healthier kids and healthier school climates.

Goal 1, Action 6: Students who struggle in a traditional comprehensive high school or elementary school environment have access to robust alternative educational programs ranging from home school, independent study, partial day, and blended programs—priority is given to unduplicated students. These programs are principally directed towards providing unduplicated students with support to ensure better outcomes. Although YUSD does have a continuation high school with approximately 35 students enrolled, most of YUSD alternative educational programs are just that—alternative educational options for how students can complete credits and graduate from high school (Approximately 150 students are currently enrolled in alternative educational programs). YUSD prides itself on ensuring that all students have access to the comprehensive program, however, there are times when students really benefit from a smaller class/school setting or online instruction, and many of our students graduate from these programs when there was no way that they would have (or could have) graduated from our traditional high school. YUSD is choosing to utilize \$907,381 of Supplemental funding to partially fund these programs. Without Supplemental funding, the district would not be able to offer these programs at this level due to significantly declining enrollment.

Goal 1, Action 8: Provide professional development to staff related to the following: identification of EL students who need support, curriculum and instructional practices to support EL students and intervention and progress monitoring strategies appropriate for EL students. Although our EL students only make up about 2% of our student population, we want to make sure that they have access to the curriculum and to intervention, and that we are addressing their learning needs. Therefore, over the course of the 2019-20 school year, YUSD plans to utilize \$2000 to sharpen the skills of our staff who serve English learners.

Goal 1, Action 9: Badger Academy: Teacher assigned to all Freshman as an intervention since they are a high-risk group; this intervention is principally directed at providing more targeted support for student groups who tend to experience more difficulty passing classes and graduating (our unduplicated students). This class provides students with intervention support in the areas of study skills and social skills, and provides an opportunity for students to connect with each other during activities. YUSD plans to utilize \$102,600 to support this program.

Goal 1, Action 10: Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees access to effective technology to support district's intervention practices and innovative engaging instruction and assessment. This action is principally directed towards supporting unduplicated students, who typically struggle more with academic achievement. The district plans to utilize \$70,000 of our Supplemental funding to support our technology systems.

Goal 1, Action 15: Provide teaching staff with release time to collaborate and plan instruction—these resources will principally be directed towards helping to close the achievement gap between all student and unduplicated students, who tend to struggle more than their peers. Although teachers have had release time in the past, the district is taking steps to make this time more productive. During 2019-20, this time will be scheduled and there will be oversight. During the 2018-19 school year, the district provided training for administrators and lead teachers in Professional Learning Communities (PLC's). Teachers will have an opportunity to practice some of what they have learned about PLC's during this collaboration time. The district is planning to utilize approximately \$57,600 of Supplemental funding to support this.

Goal 2, Action 2: Students at-risk for social/emotional/behavioral issues will have access to counseling support services, with priority given to EL, Homeless/Foster Youth, and low-income students, as appropriate. These more vulnerable student groups are more at risk for social/emotional issues that can negatively impact academic achievement and school connectedness. In order to address these needs, the district is partially funding school psychologists so that they can offer counseling services. YUSD plans to utilize \$110,000 of Supplemental funding to support this service.

YUSD believes that segregating students based on services is not in the best interest of our neediest students. For example, C.T. Vang found in a 2005 study that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental funds, while continuing to build a positive and inclusive district culture.

Many of the actions and services listed above have been ongoing, however, two of them are being very specifically increased and improved for the 2019-20 school year, in order to provide more direct support for our unduplicated students: Goal 1, Action 15, collaboration time for teachers and Goal 2, Action 2, counseling support for at-risk students. These Actions and Services total \$167,600.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,387,713.00 based on 47.06% unduplicated pupil count

9.59%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Expenditures of supplemental grant funds are principally directed toward meeting the needs of unduplicated pupils as described below:  
Goal #1 Action 1 Professional development will be a focus of the 201819 school year. This professional development will focus on a variety of areas, but topics will include differentiation, engagement strategies, and other areas to improve good first instruction. Good lesson design and implementation will greatly improve student access to academic content, particularly for unduplicated pupils.

Goal #1 Action 3 Two FTE support positions at elementaries: This action, primarily funded out of Title I, will provide an academic and a behavioral support person at both elementary sites. Since unduplicated pupils represent a majority of at-risk pupils, these positions represent a significant investment in their educational success.

Goal #1 Action 6 Alternative Education Programs: Since unduplicated pupils often need greater levels of support to be successful in a traditional program, particularly at the high school level, the district will maintain a robust array of alternative education programs that provide an entirely different setting and method of instruction for pupils.

Goal #1 Action 9 Badger Academy: The ninth grade year is often a challenging one for students, especially unduplicated pupils, as they transition to the high school experience. This action provides a dedicated class to orient students to the rigor of the high school program and to teach them specific tools to enable them to be successful throughout their high school experience.

Goal #2 Action 2Counseling: Unduplicated pupils often have emotional challenges that impede their ability to be successful in the classroom. Providing counseling helps give these students tools to cope with, adapt to, and overcome these challenges.

Goal #2 Action 3MTSS: Multitiered systems of support for social/emotional issues will provide appropriate levels of support for all students as needed. Unduplicated pupils will benefit from these supports regardless of their level of need.

Goal #2 Action 4SARB: Socioeconomically disadvantaged, English learners, and foster youth have much higher rates of chronic absenteeism than the districtwide average. These students will benefit from a more robust program that actively monitors attendance and provides supports as appropriate to improve attendance.

Goal #3 Action4Advisory Groups: Ensuring that stakeholder groups have adequate representation from the families of unduplicated pupils ensures that their concerns are heard and that their needs are part of the conversation with regard to district and schoollevel planning.

YUSD believes that segregating students based on services is not in the best interest of our neediest students. For example, C.T. Vang found in a 2005 study that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental funds while continuing to build a positive and inclusive district culture.

The actions described above represent increased or improved services of at least 10% for unduplicated pupils as compared with services for all students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,333,603.00

9.69%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Forty-eight percent of students in the Yosemite Unified School District qualify for Free and Reduced Priced Meals. English Learners constitute 1.42% of our population. The total percentage of Unduplicated Pupils is 47.06%

Expenditures of supplemental grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, maintaining lower class sizes in the upper grades so students can receive more immediate and focused support, and providing the best and most engaging instructional strategies for struggling learners.

YUSD believes that segregating the students based on services is not in the best interest of our neediest students. For example, C.T. Vang found in a 2005 student, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture.

We also believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, RFEP students, and those with disabilities, will receive as a result of the LCAP will exceed the percentage reflected in the MPP.

Actions that will improve services to students:

- \*The use of research-based, engaging, and culturally responsive instructional practices.
- \*Support teachers in effective instructional practices for new Common Core English Language Arts, Math, and ELD Standards, including the integration of technology.
- \*Additionally, the best possible professional development for our teachers will ensure that instruction is differentiated to meet their needs.
- \*Build stronger relationships with students and provide a more positive school climate by providing Positive Based Interventions and Supports (PBIS).
- \*Background knowledge is often a barrier to the success of low income and English Learners, so they will engage in experiences through field trips, assemblies, and art classes that expand their vocabularies, skills, and knowledge.

Actions that will increase services for students:

- \*Expanded academic and behavior support for foster youth, low income students, and EL students through increased reading support programs at the primary level and the services of a behavior specialist at the primary level to provide support and training to students, families and staff regarding issues that may be impacting a student's school success.
- \*The ability to manipulate and use technology will be important to their future success, so we will invest significantly in increasing students' access to technology, and to provide excellent technology equipment and instruction.
- \*Also important to their future success, both college and career, will be understanding the interrelations of the STEM subjects (Science,

Technology, Engineering, and Math) and the opportunities for ALL students to have careers in those fields.

\*Providing a more engaging and supportive atmosphere by increasing their parents' engagement in school and district activities.

The District will also operate a broad range of alternative options for students who may have more success in a different school setting. YUSD will offer several independent study options, including new elementary programs. These programs are designed to work with students who have experienced challenges in their schooling that require credit recovery options to help them stay on track or make up credits to graduate from high school. Evergreen Independent Study School operates a program for pregnant or parenting teens that includes a one day a week parenting education class and includes day care. Math tutoring was provided.

Reorganization of the Reading Lab at Coarsegold will provide a push-in model for support for Tier I students, and a pullout small group model for Tier II students. Foster youth and homeless students are given priority in reading intervention and math lab service programs.

Creation of alternative education program, Tioga Trails, will support 9th grade students at risk of failing who may not adapt to the challenges of a comprehensive high school setting with multiple classes and instructors. Tioga Trails will be an independent study hybrid that will prepare students for career and college that will provide blended learning with social-emotional support and life skills training.