

YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY

(YES CHARTER ACADEMY)



**CHARTER PETITION
Exhibit A**

"YES to Excellence in Education"



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INTRODUCTION

Yuba Environmental Science Charter Academy (YES) occupies a unique space in the educational landscape of Yuba County. It has provided the choice of a quality Kindergarten through 8th grade public education with an environmental science focus to students in Yuba and contiguous counties since 2008.

YES students experience hands-on, project-based units of study inspired by the environmental science focus. Every week they work in the school garden under the tutelage of a retired credentialed teacher/master gardener. Some other exciting environmental science projects that they work on with their homeroom teacher, science teacher and local mentors are:

Kindergarten students grow pollinator friendly plants and raise beneficial insects. 1st and 2nd grade students grow, process, and prepare food. 3rd and 4th grade students build a native plant trail on the 10 acre campus. 5th and 6th grade students build and maintain a worm bin and make compost for the garden. 7th and 8th grade students record meteorological data using the school's own weather station then use Excel to graph the data and study weather patterns.

All students do community service every September by cleaning Oregon Creek as part of the South Yuba River Citizen's League (SYRCL) waterways clean up. Every January they take part in the Wild and Scenic Film Festival in Grass Valley with the goal of submitting a YES produced film for selection in the festival. Every March students host a Science, Technology, Engineering, Arts, and Math (STEAM) Fair at the Alcouffe Center inviting the public to see their original work. Every April they host an Arbor Day/Earth Day Festival at the YES campus inviting the public to learn ways to care for the earth.

YES students have access to Common Core State Standard (CCSS) aligned curriculum taught by highly qualified teachers. They are academic achievers in English Language Arts (ELA) and Math as evidenced by improving California Assessment of Students Performance and Progress (CAASPP) scores.

The school has a positive, small school climate enhanced by an active student government, a school wellness policy, and implementation of SPARRK, a Positive Behavior Intervention and Supports (PBIS) program. School community is strengthened by cross-grade tutoring. For example, 7th and 8th grade students mentor Kindergarten through 6th grade students by teaching Social Skills classes and 5th and 6th grade students help Kindergarten with computer assisted assignments.

Community members have shown their support for YES by continuing to enroll their children and to volunteer at this school. The first student who attended YES from Kindergarten through 8th grade graduated in June 2017. Many more students are following these footsteps. This is why YES occupies a unique and valued space in the educational landscape of Yuba County. Stakeholders look forward with anticipation to continuing to offer a quality Kindergarten through 8th grade environmental science-focused education in the foothills of Yuba County.



COMPARISON TO SIMILAR SCHOOLS

YES Charter Academy students have performed comparably or better than students at similar schools on the CAASPP tests in ELA and in math for the past three years. Listed below are the area schools that students would attend if they didn't choose to attend YES Charter Academy. A school with over 40% of students who are eligible for free or reduced lunch is considered a high poverty school. YES students performed better than students at Dobbins and Yuba Feather, two schools with rates of socioeconomic disadvantage that are similar to YES Charter Academy. YES students performed comparably to students at Loma Rica, a school with a lower rate of socioeconomic disadvantage than YES Charter Academy. YES students are closing the achievement gap with students at Browns Valley, a school that has the advantage of a 27% socioeconomic disadvantage compared to YES Charter Academy's 81% socioeconomic disadvantage.

2015-2016 SARC - School Accountability Report Card

School	Enrollment	% Socioeconomic Disadvantage	High Poverty School
YES Charter	91	81%	Yes
Dobbins	56	89%	Yes
Yuba Feather	115	79%	Yes
Loma Rica	95	61%	Yes
Browns Valley	163	27%	No

YES Charter Academy selected the CAASPP from 2015, 2016, and 2017 to make comparisons based on information from the California Department of Education (CDE) website. According to the CDE website, <https://www.cde.ca.gov/ta/tg/sa/caasppcommsb.asp>

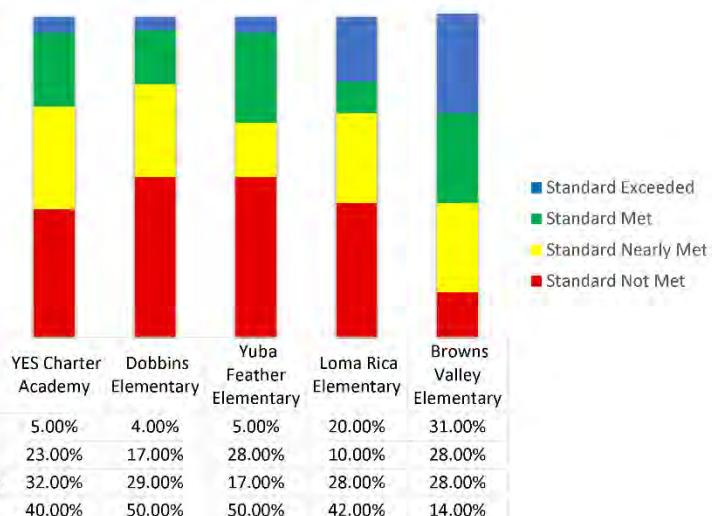
"This spring, students will take part in the first statewide administration of the California Assessment of Students Performance and Progress (CAASPP) for students in grades three through eight and grade eleven for the 2014-15 school year. These computer-based tests will replace the former paper-based, multiple-choice assessments in English language arts/literacy (ELA) and math."

"Like the new academic standards, the new tests are too fundamentally different from the old exams to make any reliable comparisons between old scores and new."



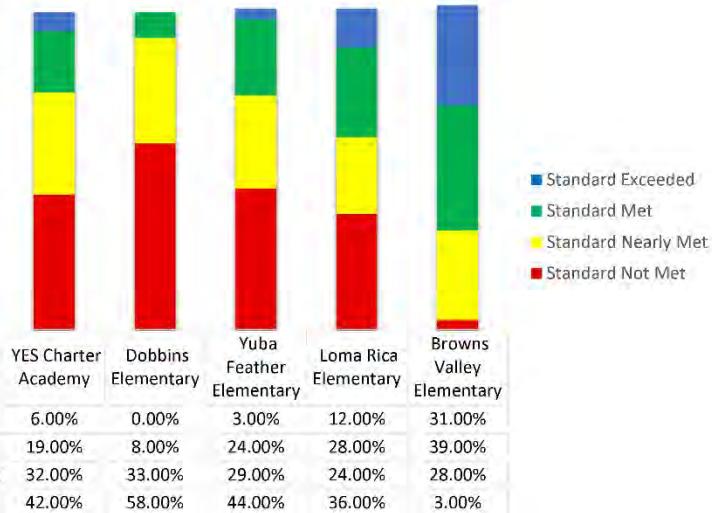
CAASPP ELA Scores
2015

Source: California Assessment of Student Performance and Progress Reports Database (<https://caaspp.cde.ca.gov>)



CAASPP Math Scores
2015

Source: California Assessment of Student Performance and Progress Reports Database (<https://caaspp.cde.ca.gov>)

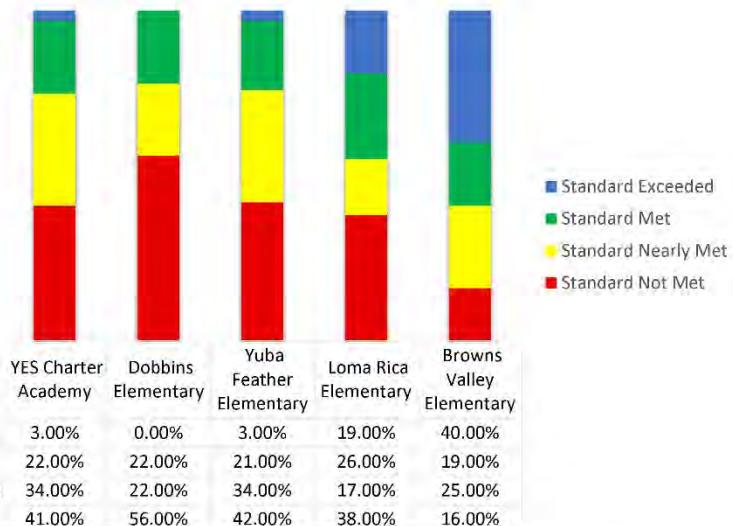


2015



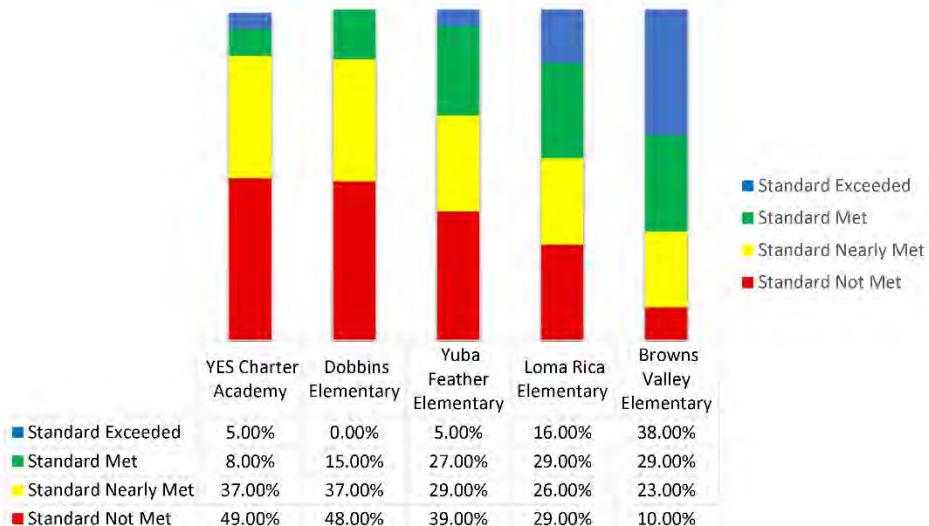
CAASPP ELA Scores
2016

Source: California Assessment of Student Performance and Progress Reports Database (<https://caaspp.cde.ca.gov>)



CAASPP Math Scores
2016

Source: California Assessment of Student Performance and Progress Reports Database (<https://caaspp.cde.ca.gov>)

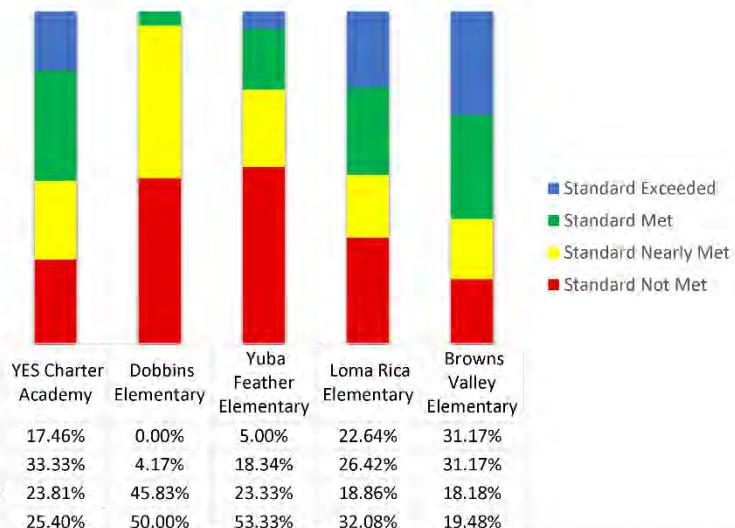


2016



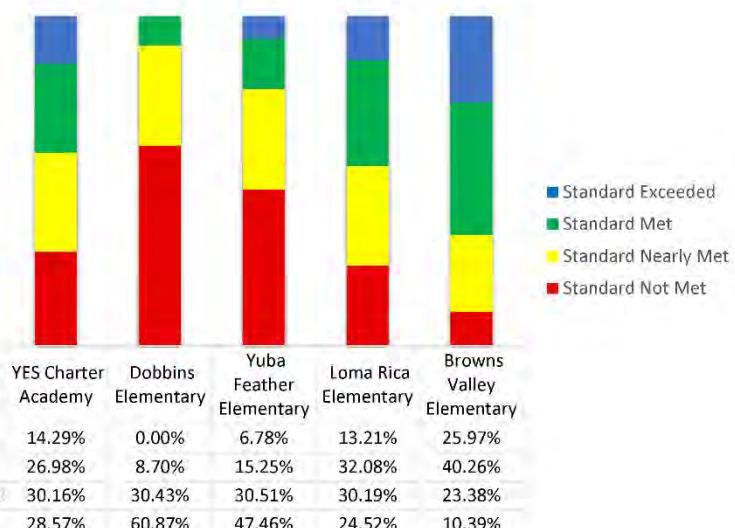
CAASPP ELA Scores
2017

Source: California Assessment of Student Performance and Progress Reports Database (<https://caaspp.cde.ca.gov>)



CAASPP Math Scores
2017

Source: California Assessment of Student Performance and Progress Reports Database (<https://caaspp.cde.ca.gov>)

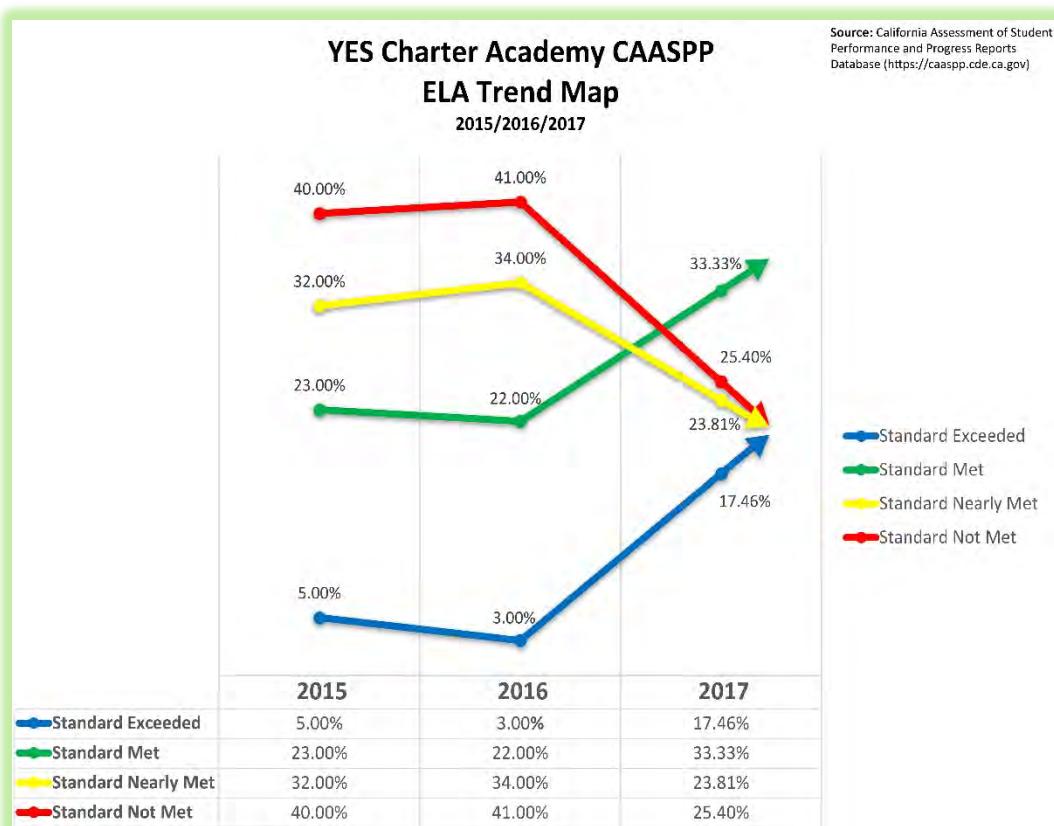


2017



ELA

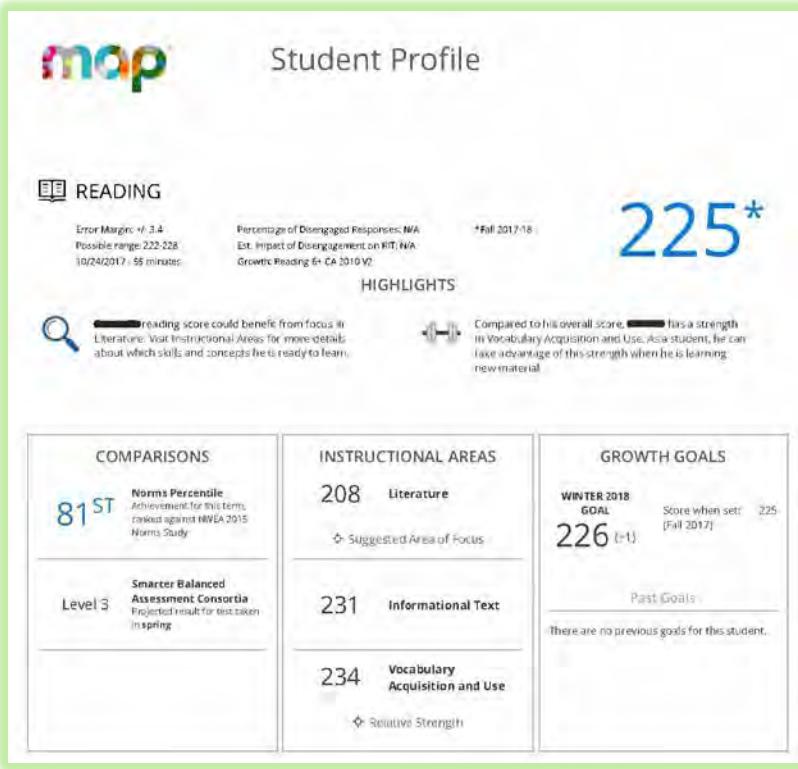
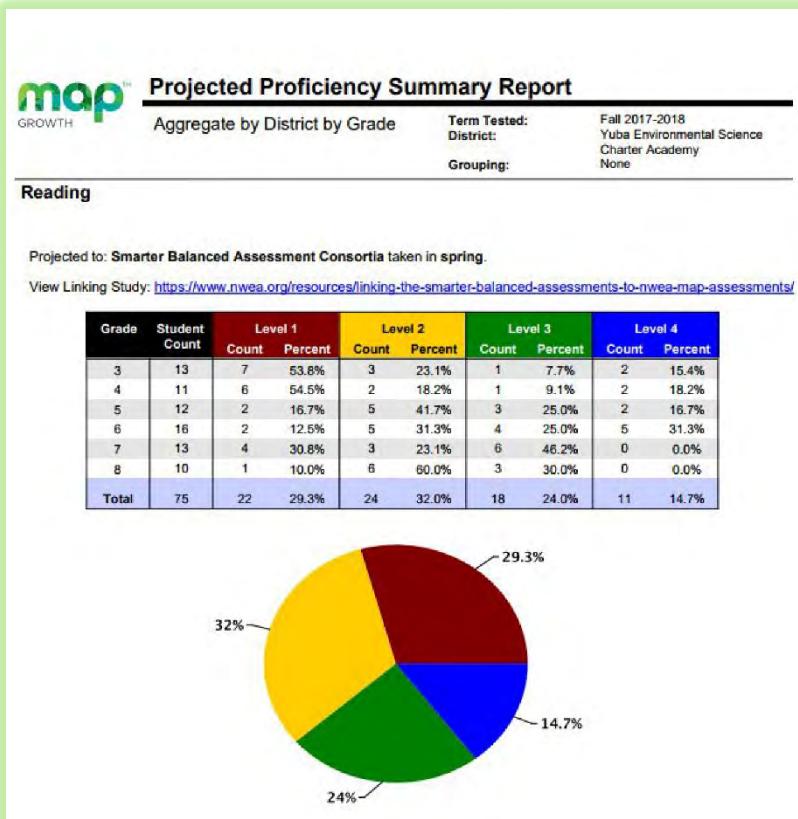
YES Charter Academy students have made significant improvement in ELA achievement as evidenced by ELA scores on 2015, 2016, and 2017 CAASPP. The percent of students scoring Standard Exceeded (blue) and Standard Met (green) increased while the percent of students scoring Standard Nearly Met (yellow) and Standard Not Met (red) decreased.



In addition to CAASP, as part of multiple measures, Measures of Academic Progress (MAP) testing is administered three times a year to monitor ELA achievement. MAP is an adaptive test. Questions increase in difficulty as students answer correctly and decrease in difficulty as students answer incorrectly. MAP testing identifies students' true level independent of their current grade level. This is YES Charter Academy's inaugural year using MAP testing. First trimester results will be used as a baseline to measure change against results from the second and third trimesters. Results will be analyzed to make curriculum and instruction decisions to best meet the needs of YES students. 1st trimester MAP results for ELA are shown on the following two pages.



READING





Student Profile

LANGUAGE USAGE

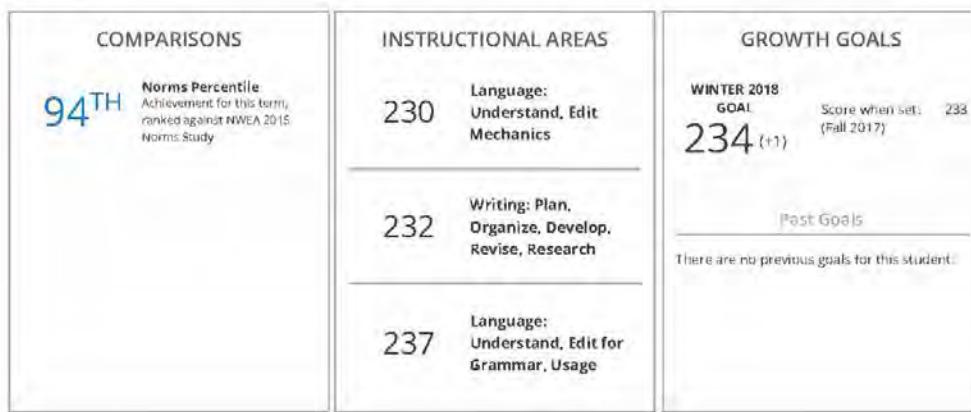
Error Margin: +/- 3
Possible range: 230-236
10/24/2017 - 40 minutes

Percentage of Disengaged Responses: N/A
Est. Impact of Disengagement on RIT: N/A
Growth: Language 2-12 CA 2010

*Fall 2017-18

233*

HIGHLIGHTS



LANGUAGE ARTS

YES Council of Directors, administration, and staff have chosen to continue with the CCSS (Common Core State Standards) aligned ELA curriculum that is in place because of the positive direction student achievement is moving in ELA. In order to ensure that students continue progress toward academic mastery, YES Charter Academy has begun two initiatives, Focus on Fluency and Focus on Writing. These two initiatives are not new curriculum. They are practices that focus and refine work that is already being done at YES Charter Academy.

These two initiatives fulfill YES Charter Academy's 2017 LCAP goal. "Student groups are identified for additional instructional time, support and services. New Principal-Superintendent who has been trained as an elementary Literacy Coach will provide staff development for certificated staff in ELA instruction grades K-8 with a focus upon fluency and writing."

*MAP Reports – Reading/Language Arts

Previous page top: Grades 3-8, 1st trimester report in reading

Previous page bottom: Sample report of individual student in reading

Current page: Sample report of individual student in Language Arts



FOCUS ON FLUENCY

At the start of the 2017-18 school year YES Charter Academy teachers and administration began the ELA Focus on Fluency Initiative. The staff chose to focus on fluency for three reasons. First, it has a high correlation to student achievement in ELA. Second, reading fluency assessments can be done efficiently and often. Finally, reading fluency can be improved with practice and targeted instruction.

For the practice component, YES Charter Academy Council of Directors approved the purchase of the Accelerated Reader (AR) program and AR trade books. A parent volunteer and the 5-6 grade teacher reorganized the YES library by AR level and labeled all books with levels. Starting in the 2017-18 school year students were able to select and read books at their challenge level, take online AR comprehension tests, and accumulate AR points. The parent volunteer and 5-6 grade teacher regularly generate AR reports and reward students through a school-created AR incentive program.

For the targeted instruction component YES Charter Academy staff began by choosing a letter naming assessment for Kindergarten and reading fluency passages for 1st through 8th grades. The principal administered the timed fluency assessment at the appropriate grade level to each student in August 2017. When the results were charted and analyzed the area of need that stood out was 1st and 2nd grades. All but a few students who were not fluent readers in 3rd through 8th grades were already identified by an Individualized Education Plan (IEP) for specialized reading instruction. The students who were not identified were given support in their homerooms or through the Response to Intervention (RtI) model in the Learning Center

YES then focused teaching resources on the 1st and 2nd grade students who were not fluent readers. The 1-2 teacher grouped students for homeroom instruction and delivered quality first time instruction including fluency instruction. A para aide was assigned to work under her direction during homeroom first time instruction.

The staff identified three additional sources of targeted instruction, the Learning Center teacher, the Kindergarten teacher, and an experienced, trained volunteer tutor under the direction of the 1-2 teacher. Students were placed in intervention groups based upon reading deficits as identified by a phonics screening. Students with an IEP received core reading instruction daily from the Learning Center teacher. Some students who did not have an IEP also received daily Learning Center instruction under the RtI model. Two students who were missing letter/sound correspondence spent part of the core morning ELA instructional time in the Kindergarten class receiving this instruction. Some students received small group instruction from the Kindergarten teacher two afternoons a week. Tutoring from the volunteer took place two afternoons a week in the 1-2 classroom.



Focus on Fluency

Grades 1/2

1st Trimester - 2017/2018

STUDENT DATA	GRADE	FLUENCY GOAL (WPM)	AUG. 2017 (WPM)	NOV. 2017 (WPM)	INTERVENTION (WPM)	NOTES
Student 01	1	50	*	120		
Student 02	1	50	8	12	T, L, K+	
Student 03	1	50	6	22	T, L	
Student 04	1	50	26	43		
Student 05	1	50	31	56		
Student 06	1	50	8	56	T, L	
Student 07	1	50	26	83		
Student 08	1	50	*	30		
Student 09	1	50	7	21	T, L, K+	
Student 10	1	50	63	70		
Student 11	1	50	58	144		
Student 12	2	70	33	48	T, K	
Student 13	2	70	40	56		
Student 14	2	70	14	43	T, L	
Student 15	2	70	60	71		
Student 16	2	70	49	59		
Student 17	2	70	91	110		
Student 18	2	70	10	30	T	
Student 19	2	70	40	91		
Student 20	2	70	20	56	T, L	
Student 21	2	70	25	67	T, K	
Student 22	2	70	11	56	T, L, K	
Student 23	2	70	80	104		
Student 24	2	70	70	79		

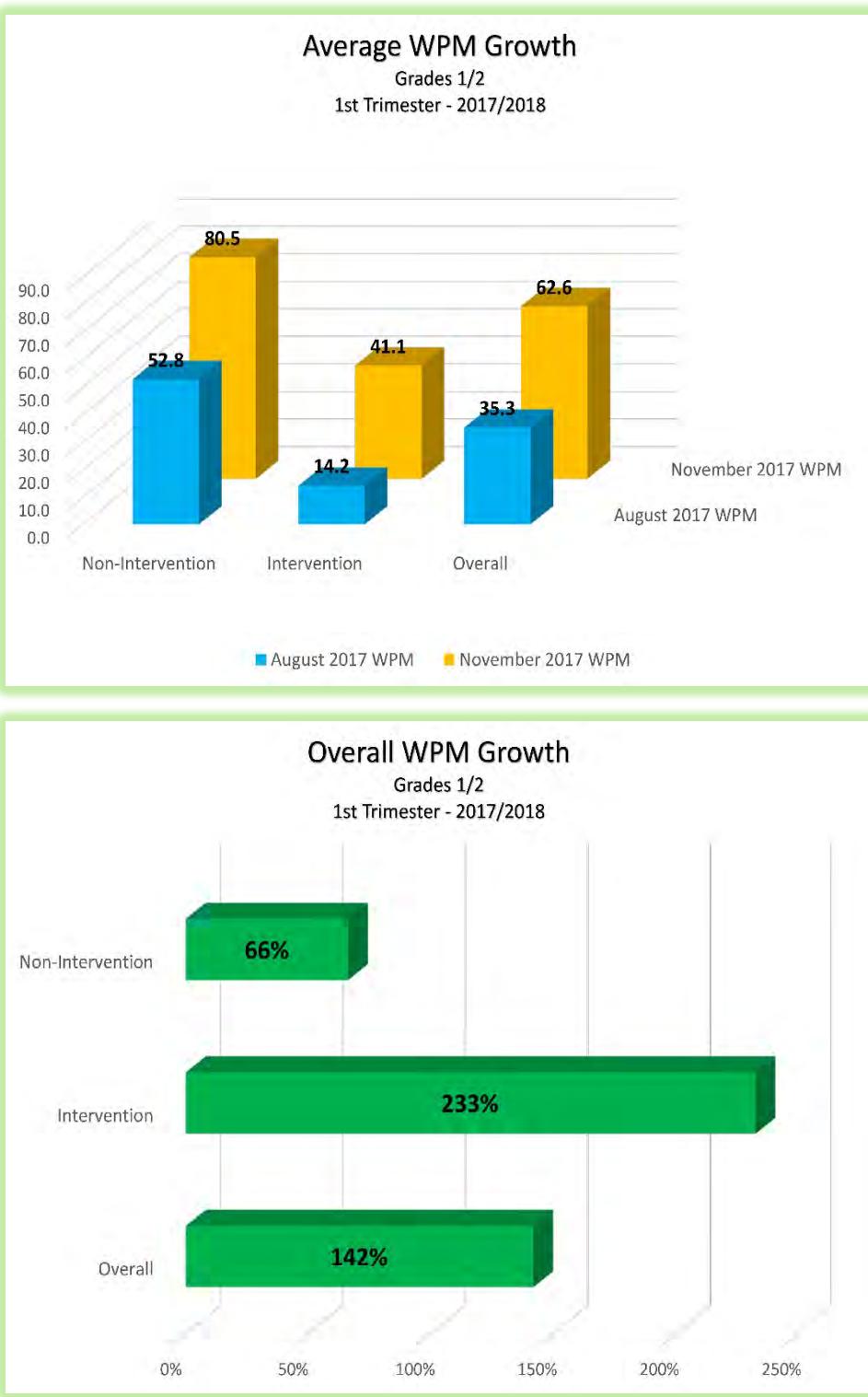
T = Met twice weekly with tutor
L = ELA in Learning Center with Special Education Teacher
K = Met twice weekly with Kindergarten teacher
K+ = Received a.m. and p.m. support twice weekly with Kindergarten teacher
* = Not enrolled at time of initial testing

FLUENCY

Students receiving fluency instruction were monitored during the first trimester in order to adjust fluency groups and instruction as needed. All 1st and 2nd grade students were fluency tested at the close of the first trimester in November 2017. The initial results of the Focus on Fluency Initiative are shown in the chart below. The results show all 1-2 students increased in fluency from an average of 35.3 words per minute (wpm) to an average of 62.2 wpm or an increase of 142%. In the intervention group students showed an increase of an average of 14.2 wpm to an average of 41.1 wpm or an increase of 233%. Non-intervention students showed an increase of an average of 52.8 wpm to an average of 80.5 wpm or an increase of 66%.

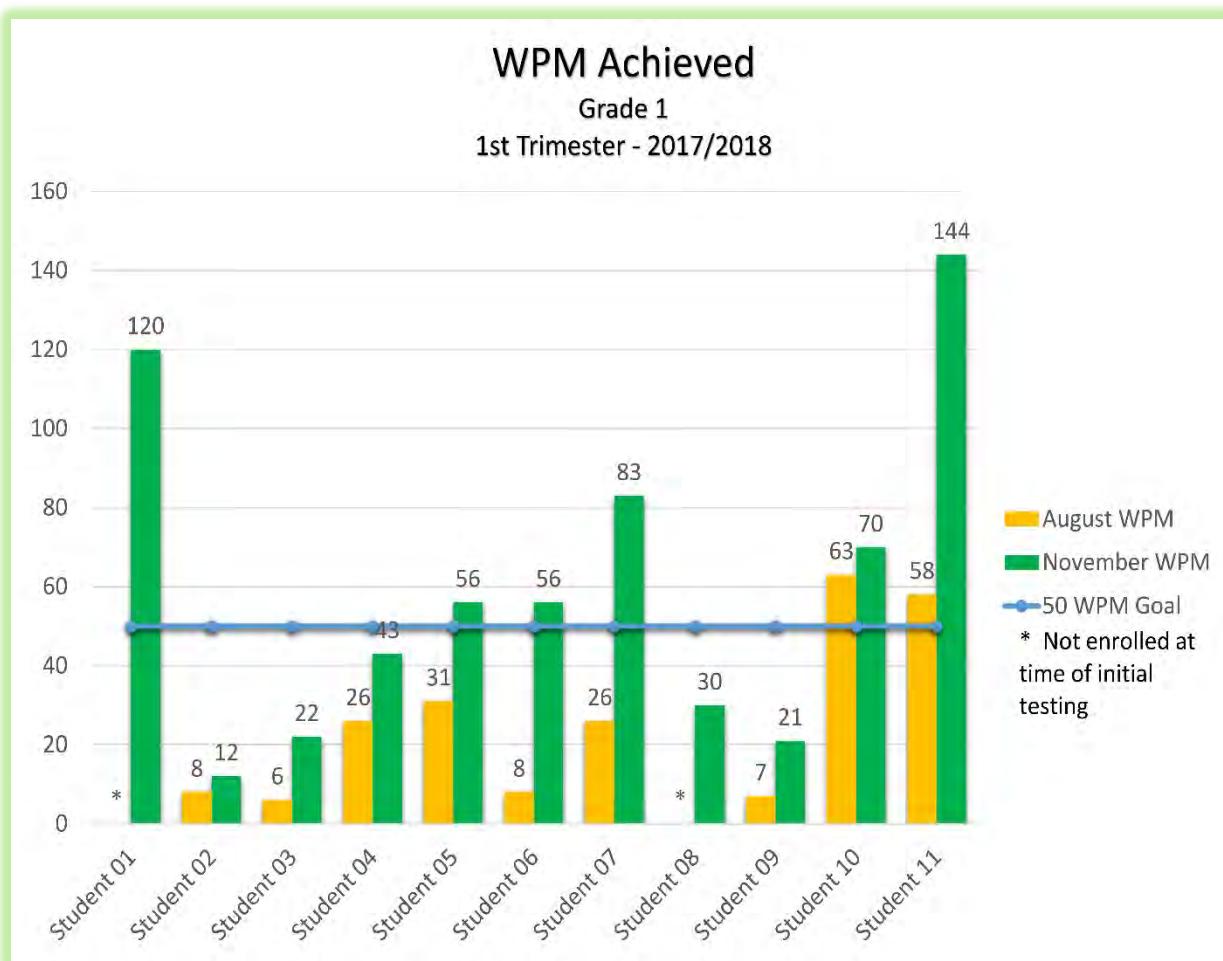


STUDENT GROWTH





Individual student scores are indicative of individual progress toward the words per minute fluency goal. These results will inform decisions for reading fluency grouping and instruction during the second trimester. Staff is encouraged that targeted fluency instruction resulted in measurable gains in reading fluency for all students who received it. These results are used to refocus reading fluency instruction with a goal that all students read fluently as per their grade level standard by the end of the third trimester.





Fluency practice through the AR program and fluency testing, analysis, and purposeful allocation of teaching resources will be part of the ongoing cycle of instruction at YES Charter Academy. The high correlation between reading fluency and ELA achievement makes reading fluency a focus that will support high levels of student achievement as students build their capacity as fluent readers.



FOCUS ON WRITING

YES Charter Academy chose to focus on writing because proficient writing is the culmination of the other ELA skills, listening, speaking, and reading. In order to write well, students build upon their work toward proficiency in these three foundational skills. Teachers support student writers by using a CCSS aligned ELA curriculum and by lesson planning around academic habits found in the Charter Introduction, Section L.

- Clear oral and written communication
- Proficient use of technologies to gain access to information
- Finding, selecting, evaluating, organizing, and using information from various sources

Teachers communicate high expectations to student writers through quality instruction and rubrics as set forth in Element 2, Section A of the Charter Petition.

- Student supports statements using well-rounded facts, theory, and opinion.
- Student clearly and concisely states key points.
- Student demonstrates creativity through style, organization, and development of content.

Teachers assess student writing in ways that help students identify strengths and next steps for improvement. Assessment methods found in Element 3, Section A of the Charter Petition are used.

- Formal presentation to the class of projects and reports
- Rubrics developed by the school faculty and administration
- Evaluation of their own writing by students

YES Charter Academy supports teachers as they develop writing instruction and evaluation. Teachers use a CCSS aligned writing curriculum and set aside paid time for Professional Development (PD) in writing. PD includes but is not limited to discussion of research-based professional literature and instruction from experts in the field. Teachers work with colleagues to develop instructional methods, writing rubrics, and cross curricular writing opportunities. YES Charter Academy revisits writing instruction and assessment throughout the year in a cycle of writing instruction improvement.



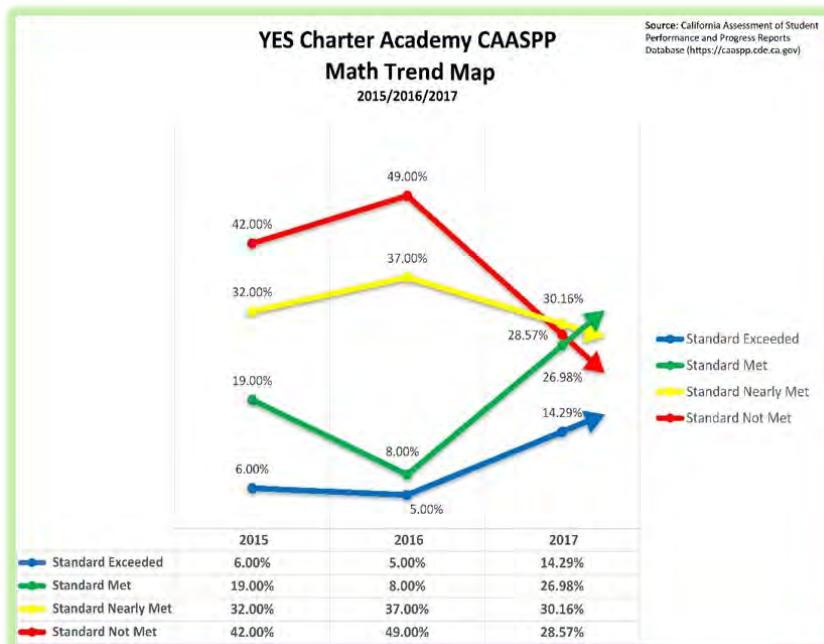
MATH

Math is highlighted in YES Charter Academy's 2017 LCAP under the category of Greatest Needs. "Mathematics Steps Planned: Staff Development and implementation of newly adopted and purchased California standards-aligned mathematics program."

In the 2016-17 school year YES Charter Academy Council of Directors and staff recognized the need for a review of math instruction in the face of falling test scores on the 2015/16 math portion of the CAASPP and the recently adopted Common Core State Standards (CCSS) in math. YES Charter Academy Council of Directors and staff assembled a committee to study the CCSS math standards and to evaluate programs designed to meet these standards. The committee recommended the Go Math curriculum for adoption in the 2017-18 school year.

The committee also went on a talent search for a highly qualified math tutor to teach supplemental CCSS math lessons. They hired Thomas McLennan, holder of a BA in Mathematics from UC Santa Cruz and a Single Subject Teaching Credential in Mathematics from CSU Chico. His previous experience included teaching Pre-algebra, Algebra 1 and 2 and Integrate Math. He had also served on committees tasked with transitioning to Common Core Math and writing quarterly benchmark tests.

Student performance on teacher created math assessments and on the 2016-17 math portion of the CAASPP indicated that modified math instruction resulted in improved student achievement. The percent of students scoring Standard Exceeded (blue) and Standard Met (green) increased while the percent of students scoring Standard Nearly Met (yellow) and Standard Not Met (red) decreased.





At the start of the 2017-18 school year YES Charter Academy adopted Go Math as its K through 8 math curriculum. The principal/superintendent hired Thomas McLennan to teach 7th and 8th grade math and to deliver math professional development to the staff. In his initial professional development, Mr. McLennan gave an overview of math Common Core State Standards and best practices in teaching math. Staff broke into teams for grade level specific introduction to the Go Math curriculum by Mr. McLennan in the upper grades and Ms. Miller, principal, in the lower grades. In subsequent professional development McLennan and Miller facilitated teacher practice of effective use of Go Math curriculum to teach common core math standards. Math professional development will continue to be part of the instructional cycle at YES Charter Academy.

Teachers monitor student math performance using formative assessments embedded in the Go Math curriculum in order to modify math instruction for student achievement. As part of multiple measures, Measures of Academic Progress (MAP) testing is also administered three times a year school wide to monitor math achievement. MAP is an adaptive test. Questions increase in difficulty as students answer correctly, and decrease in difficulty as students answer incorrectly. MAP tests find students' true level independent of their current grade level. This is YES Charter Academy's inaugural year MAP testing. First trimester results will be used as a baseline to measure change against results from the second and third trimesters. Go Math formative assessment, MAP assessment, and data analysis will be an ongoing part of the math instructional cycle.

MAP results may be disaggregated in a variety of reports. The reports on the next page represent just two possibilities, a whole school snapshot of math results for the first trimester and an individual student report from that test. Teachers used the individual student reports during November parent-teacher conferences to guide academic goal setting with parents and students.

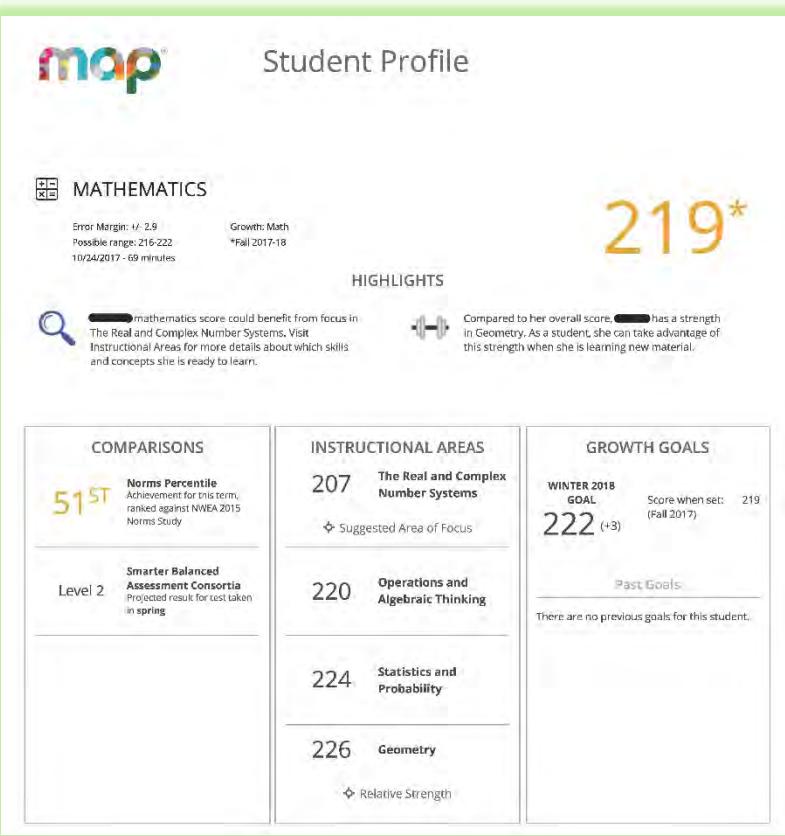
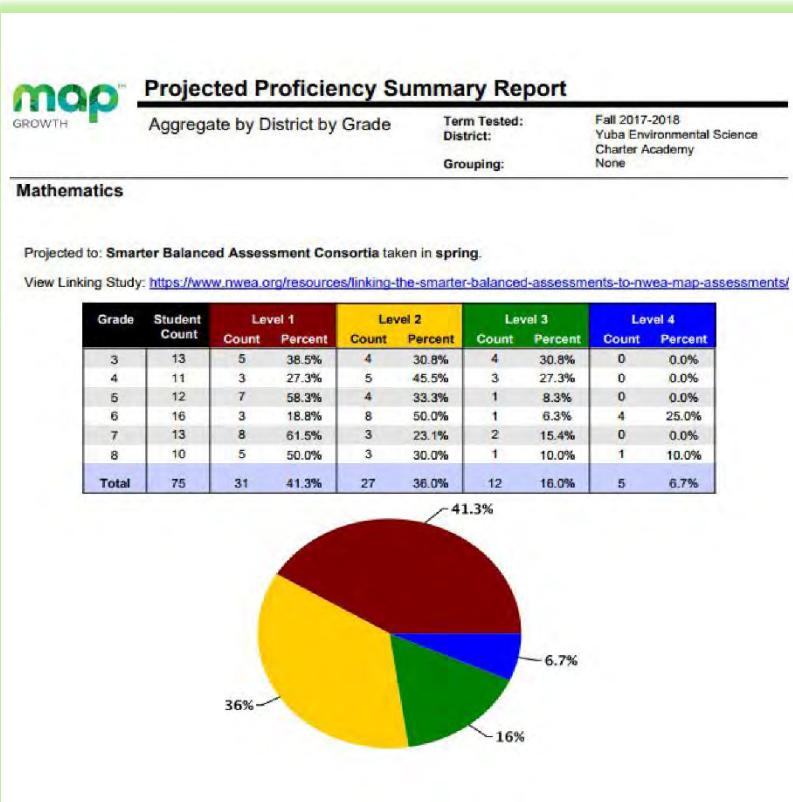
**MAP Reports – Math*

Next page top: Grades 3-8, 1st trimester report in math

Next page bottom: Sample report of individual student in math



MATH





SCIENCE

Environmental science figures prominently in YES Charter Academy's 2017 LCAP Goal 3, "Engagement – increase student and stakeholder engagement to maintain a community-based public charter school serving the needs of the Yuba Foothills Communities with a focus in Environmental Science, Project-Based/Hands on Learning Activities, and incorporating the Scientific Method of Inquiry."

According to the California Department of Education website,
<https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>;

"Since the adoption of the Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (CA NGSS), the California Department of Education has been developing a new science assessment based on the CA NGSS. The statewide California Assessment of Student Performance and Progress (CAASPP) System includes federally required science assessments in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). This science assessment is the new California Science Test (CAST), which is based on the CA NGSS."

5th and 8th grade students will be assessed on NGSS standards by the new California Science Test (CAST). They will have the opportunity to be field tested after April 2, 2018. They will be assessed by the operational test starting in the 2018-19 school year.

During the 2016-17 school year YES Charter Academy Council of Directors and staff made the decision to augment science instruction by adding a full time science position to the YES Charter Academy staff. This decision was intended to prepare YES student for the CAST and to help fulfill YES Charter Academy's mission to "... educate K-8 students in a school culture that values the scientific method and a curricular focus on environmental studies. . ." and to meet goals set forth in Element 2 Section E, Proficiency in Science, "Student applies scientific concepts and skills to explain the world and find solutions to its problems."

YES Charter Academy initiated a talent search that resulted in the hiring of a highly qualified science teacher. The new science teacher, Deborah Burdette, hired at the beginning of the 2017/2018 school year holds a Master of Science in Education with a Curriculum minor. Besides coursework in Physical Science and Biology, she has completed courses in Nature Study, Teaching Science in Elementary School, Field Trips for Environmental Education, and Curriculum Science/Health Education. She is certified in Project Wet, Project Wild, and Project Learning Tree,



curricula named in YES Charter Academy Charter Petition, Element 1, Section G. She helped pilot and coordinate four community gardens, including the Marysville Community Garden.

The science teacher has two areas of focus. The first is teaching pull out classes for specific grade levels focused on Next Generation Science Standards (NGSS). Mrs. Burdette aligns science lessons to NGSS standards. She leads a committee tasked with identifying an NGSS aligned science curriculum for recommendation for adoption to the Council of Directors

The second area of focus is collaborating with homeroom teachers on the science theme that the class is working on for the year. Because of the environmental science problem solving focus of YES Charter Academy's mission and because solving environmental problems requires collaboration to be successful, a premium is placed on collaboration among members of the teaching and volunteer staff as well as collaboration with experts, organizations and institutions outside of school in developing the environmental science themes.

The matrix on pages 20 and 21 highlight the high degree of collaboration that science teacher, Deborah Burdette, has been able to achieve in developing environmental problem solving units in her first trimester of teaching at YES Charter Academy. YES Charter will continue to focus on its mission to teach students to use the scientific method to solve environmental problems.



Figure 1. Community Service 9-19-2017 South Yuba River Citizens League (SYRCL) waterways clean up. YES students study native trees by making bark rubbings.



Environmental Problem	Science Investigations	School Collaboration	Community Collaboration	Final Product
• How do pollinators and flowering plants interact? • How does pollination sustain people? • What can we do to support pollinators?	• Grow flowering plants • Raise butterflies in the classroom • Maintain a Native bee house outdoors • School Maintenance - Prepare flower beds	• TK-K Teacher - Present lessons on pollinators and plants • Master Gardener - Grow flowers in the school garden and TK-K grounds	• Local Beekeeper - Assembly on beekeeping • Local Honey Packager - Honey Tasting • Local Farmer - Field trip	• Class Portfolio of flower project and pollinator projects
• How do people grow and process food? • How do people use natural resources for food production? • How do people interact with natural systems?	• Harvest, thresh, and grind wheat • Bake Bread • Dehydrate fruits and vegetables • Make fruit leather and vegetable soup	• 1-2 Classroom Teacher - Read Little Red Hen. Producers and Consumers Unit • Master Gardener - Grow and harvest wheat, fruits, vegetables • Cafeteria Manager - Learn where foods served in cafeteria come from	• Bishops Hamburger Farm - Growing and processing offoods for hamburger lunch • Stephens Farmhouse - Growing and processing of foods for fruit pie • Mushroom Farm - Growing and processing of mushrooms	• Class Portfolio of recipes and farm to table flow charts • art and writing projects
• How do humans live sustainably in the natural environment? • How does human activity impact the plants and animals in the natural environment? • How are plants and animals adapted to the natural environment?	• Research and write a report on a native plant including common name, science name, interaction with natural environment including animals, use by local Maidu Indians • Develop Native Plant Trail and signage at 10 acre school site • Develop map and key of plants of Native Plant Trail	• Indian Ed Teacher - Identify native plants and Native people's use of plants • Maintenance - Mow for trail. Bring in wood chips for trail. • Master Gardener - Care for native plant seedlings • Parent Volunteer - Propagate Milkweed seeds for planting along trail	• Oroville Fish Hatchery, Native Plant Garden, and Maidu Presentation • Burt Young - Collins Lake trout planting field trip • Mike Hatherly - Author of local Native Flower Field Guide, assembly • Jeff Swindel - Caltrans native plant restoration specialist - donations of plants • Red Bud Garden Club - Donations of milkweed seeds	• YES Charter Academy Native Plant Trail • Class produced guide book, map, and signage for Native Plant Trail
Grades TK-K	Grades 1-2	Grades 3-4		



ENVIRONMENTAL SCIENCE INVESTIGATIONS MATRIX, Continued

Environmental Problem	Science Investigations	School Collaboration	Community Collaboration	Final Product
<ul style="list-style-type: none"> How can farmers maintain healthy soils for sustainable agriculture? How do natural systems such as soil invertebrate life cycle sustain human life? 	<ul style="list-style-type: none"> Design a worm bin and raise worms in the classroom Maintain raised beds in school garden. Investigate soil invertebrates under microscope Research to make power point report about function of soil invertebrates 	<ul style="list-style-type: none"> 5-6 teacher - Teach worm bin design and maintenance lessons Custodian - Work with environmental stewards to sort cafeteria waste food and compostable food trays for use in worm bins. Master Gardener - Care and rotation of compost bins in garden. Use compost in beds Photography/Videography Teacher - Learn how to tell one's story using photos/video. 	<ul style="list-style-type: none"> South Yuba River Citizens League (SYRCL) - Great Water Assembly Shady Creek Outdoor School Naturalist - Garden Class and Pre and Post Wellness Classes Recology - Field Trip, Recycling, Land use for disposal UC Davis Entomologist - Assembly, Integrated Pest Management Water Treatment Plant - Field trip in Nevada City 	<ul style="list-style-type: none"> Power point - each student soil invertebrates
<ul style="list-style-type: none"> What is weather? How can it be measured and analyzed? What are causes and effects of climate change? How does climate affect the natural environment and human life? 	<ul style="list-style-type: none"> Learn functions and use of school weather station Document daily weather patterns on a template Transfer data to an excel spreadsheet for later use Graphing, comparing and analyzing Choose and research individual related research topic Make and present research power point report 	<ul style="list-style-type: none"> 7-8 Math Teacher - Teach use of excel program for recording and analyzing weather data. Parent Volunteer Weather Station Specialist - Provide instruction on weather station functions. Photography/Videography Teacher - Teach how to tell one's own story using photos and video. 	<ul style="list-style-type: none"> State Capital Field Trip - Meet State Legislator: How to advocate for desired policy. South Yuba River Citizens League (SYRCL) Film Festival - How do others use film to tell their story? How can we use film to tell our story? Weather Assembly STEM Conference – Yuba College 8th Grade girls. Investigate STEM majors and careers. 	<ul style="list-style-type: none"> Power Point report Portfolio of work Project for STEAM fair

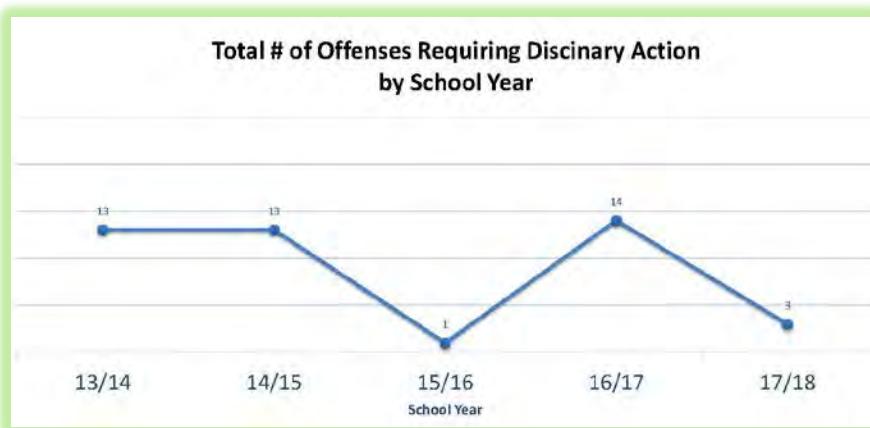
Grades 5-6

Grades 7-8



STUDENT BEHAVIOR SUPPORT

LCAP Strategic Goal 1 Conditions of Learning states in part, “YES Charter Academy will provide a safe and positive learning environment . . . ” The number of suspensions is one way to measure a positive learning environment. The number of suspensions of students from YES Charter Academy have varied from year to year.



YES Charter Academy has set a goal to reduce suspensions to 5 or fewer per year and has implemented a school-wide program to achieve this goal; Positive Behavioral Intervention and Support (PBIS).

PBIS is a three tiered, systematic approach that provides a structure for purposefully building capacity in students and building a positive school culture. (See PBIS Document in Appendix 11, “PBIS (MTSS)”) The PBIS committee met to develop a school-wide program during the 2015/2016 school year. The program was introduced to the school at the start of the 2016/2017 school year.

At Yuba Environmental Science Charter Academy the PBIS program goes by the acronym SPARRK which names the characteristics and skills that YES has chosen to focus on. These are Environmental Steward, Positive Team Player, Academic Master, Responsible Citizen, Resourceful, and Kind. Students learn how to demonstrate these characteristics in various situations during the school day. One Tier 1 tool that the PBIS committee developed is the YES Charter Academy Positive Behavior Matrix. Large, professionally produced posters of the Positive Behavior Matrix are prominently displayed around the school (See Appendix 10, “Implementation Plan for SPARRK Behavior Matrix”).



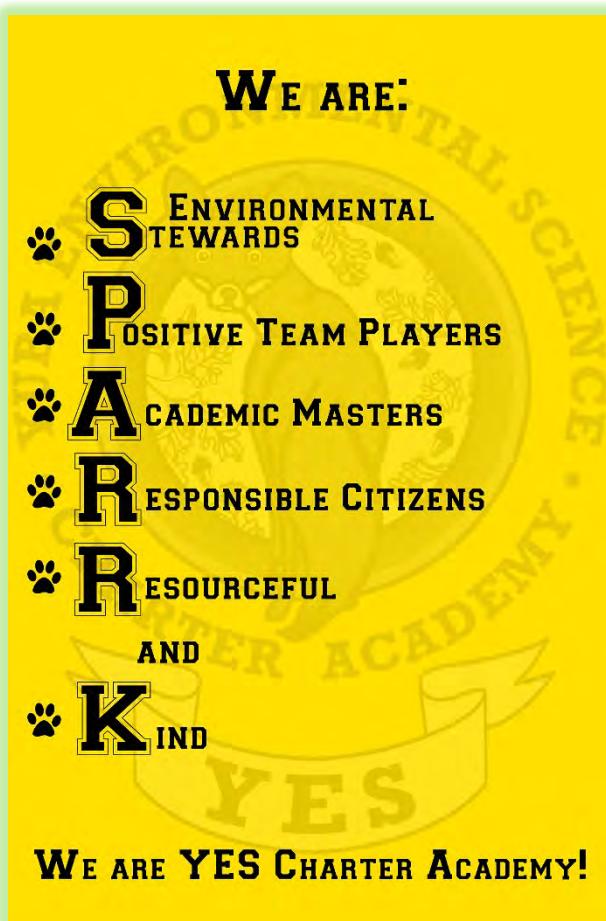
YES CHARTER ACADEMY POSITIVE BEHAVIOR MATRIX



SPARRK!!	CLASSROOM	HALLWAY	BATHROOM	CAFETERIA	PLAYGROUND	BUS
E NVIRONMENTAL S TEWARD	USE ONLY WHAT YOU NEED KEEP IT CLEAN/NEAT TURN OFF LIGHTS RESPECT YOUR SPACE	KEEP IT CLEAN 1 SQUIRT OF SOAP 2 PULLS OF TOWELS	TURN OFF WATER WASH YOUR HANDS BEFORE EATING USE COMPOST BINS	RESPECT WILDLIFE AND NATURE	PICK UP TRASH ENCOURAGE EVERYONE BE A GOOD SPORT	CLEAN YOUR AREA INSIDE VOICE HANDS & FEET TO YOURSELF
P OSITIVE T EAM PLAYER	SHARE SUPPLIES ALLOW OTHERS TO LEARN	ADMIRE WALLS WITH EYES ONLY	ALLOW EACH PERSON PRIVACY	WAIT PATIENTLY INSIDE VOICE		
A CADEMIC M ASTER	ATTEND TO YOUR LEARNING AND THE TEACHER BE PREPARED	STAY QUIET SO OTHERS CAN LEARN	RETURN TO CLASS PROMPTLY	EAT A HEALTHY SCHOOL LUNCH BRING BRAIN HEALTHY FOOD FROM HOME	EXERCISE FOR A HEALTHY BRAIN TEACH OTHERS HOW TO PLAY THE GAME	REVIEW THE DAY
R ESONSIBLE C ITIZEN	USE AN INSIDE VOICE HANDS AND FEET TO YOURSELF BE A PROBLEM SOLVER	HOLD DOORS WALK GO DIRECTLY TO YOUR DESTINATION	CLEAN UP YOUR MESS FLUSH THE TOILET WASH YOUR HANDS	CLEAN UP AFTER YOURSELF WALK CAREFULLY WITH TRAYS RESOLVE CONFLICTS	USE EQUIPMENT APPROPRIATELY USE POSITIVE LANGUAGE RESOLVE CONFLICTS	FOLLOW ALL DIRECTIONS FOLLOW BUS RULES KEEP TRACK OF YOUR STUFF
R ESOURCEFUL	DO QUALITY WORK	SMILE	WAIT YOUR TURN	"PLEASE" & "THANK YOU"	INCLUDE EVERYONE MAKE ROOM AT THE TABLE	SMILE MAKE ROOM
K IND	USE KIND WORDS BE HELPFUL	STAY RIGHT	MIND YOUR OWN BUSINESS	PLAY FAIR		



As part of Tier 1 of PBIS teachers, administrators, and classified staff, as well as members of the Council of Directors, take part in teaching and demonstrating SPARRK behaviors and skills. SPARRK behaviors are reinforced through a reward system. All adults on campus are on the lookout for students demonstrating SPARRK behavior and rewarding them with SPARRK certificates. Every day at the morning assembly students recite the school motto and the principal announces the SPARRK focus for the day.



Students put certificates in classroom containers for classroom drawings and for weekly school-wide drawings. Students are awarded for positive behaviors every Friday during the school-wide morning assembly.

Certificates are saved and sent home in a letter so that parents can give students more positive reinforcement for SPARRK behaviors.



Yuba Environmental Science Charter Academy

PO Box 430, 9841 Texas Hill Road, Oregon House, CA 95962

(530) 692-2210

dcampbell@yescharteracademy.org



Dear Family of _____,

At Yuba Environmental Science Charter Academy we work hard to build a positive school culture! We use the YES Charter Academy Positive Behavior Matrix to teach positive behavior. The matrix focuses on attributes that we call **SPARRK**.

S ENVIRONMENTAL
T E WARD
P OSITIVE
TEAM PLAYER
A CADEMIC
MASTER
R ESPONSIBLE
CITIZEN
R ESOURCEFUL
K IND



Please take a few minutes to look at the **SPARRK** behavior that your student has demonstrated and to praise them for helping build a positive culture at YES Charter Academy!

Yours in Education,

Louise Miller
Principal



In the 2017/2018 school year YES Charter Academy added Social Skills lessons as part of Tier 1 to the PBIS program. Preparation and delivery of Social Skills lessons expose students to the successful practice of SPARRK characteristics on a weekly basis.

The lessons are led by the 7th/8th grade students working in teams throughout the week. They create lessons that they teach to each of the remaining classes at YES, TK-6th grade. The lessons focus on social skills that the staff identified as next steps or areas of needed growth. The first 5 weeks focus on anger management. The second 5 weeks focus on communication and social skills, the third 5 weeks on friendship, and the fourth 5 weeks on mindset and attitude.

Lessons include an introduction, a description of the objective, a role play of an unsuccessful social skill (such as not managing anger well), a shared reading of a book about the skill, a role play demonstrating the social skill done successfully, one or more guided role plays where students from the class are invited to demonstrate a successful social skill interaction, an activity to reinforce the lesson, and a review of the lesson.

YES staff observe the 7th/8th grade students delivering the lessons and give feedback. Students also discuss what they thought worked and didn't work. The 7th/8th graders are also taught classroom management strategies, team work, shared reading techniques, and team building activities.

Social Skills lessons are structured so that older students become mentors for younger students by modeling appropriate social skills not just during lessons but throughout the day. Teaching the lessons provides older students with the opportunity to be leaders in the school. They contribute in a valuable way to a positive school culture.

Students who need more behavior intervention than Tier 1 of PBIS receive further attention. These students receive supplemental supports through Tier 2. The Tier 2 team, made up of the principal, the learning center teacher, the assistant to the superintendent, and the administrative assistant, evaluates the students' needs and strengths to develop a behavior support. These are small group interventions and include but are not limited to time spent with a mentor adult doing jobs such re-shelving library books, doing environmental steward jobs, setting up for assemblies, assisting the science teacher, assisting the garden teacher, and others as needed.

Students who need more behavior intervention than Tier 2 of PBIS receive individualized attention through Tier 3 of PBIS. They have an individualized behavior contract that is supported by a team of adults. This includes their parents, homeroom teacher, learning center teacher, principal, office staff, and yard duty staff. As needed they are referred to appropriate services. This varies from student to student depending on need and includes, but is not limited to, school



based counseling, referral to Sutter Yuba Behavioral Health Youth Outpatient Services, Urgent Youth Services, Therapeutic Behavioral Services, Children's System of Care (CSOC), and referral to the California Hope Program.

The staff finds that the implementation of PBIS through the SPARRK Positive Behavior Matrix and Social Skills lessons with tiered support of students who need more intervention has a positive effect on student behavior. Students demonstrate increased capacity for self-reflection, self-monitoring, and interpersonal problem solving. This year to date the school has had 3 suspensions and is on track to have fewer than 5 for the 2017/2018 school year, the stated goal.



Figure 2. Community Service 9-19-2017 South Yuba River Citizens League (SYRCL) waterways clean up. Older student mentors younger students.



FINANCIAL

Budget Summary

Yuba Environmental Science Charter

Budget Summary

Five Year Budget, 2018-19 to 2021-22

Enrollment 118

113.3 ADA

Enrollment 118

113.3 ADA

Enrollment 118

113.3 ADA

Enrollment 118

113.3 ADA

SACS Code Description	2018-19	2019-20	2020-21	2021-22
Revenue				
State	\$ 1,206,714	\$ 1,224,939	\$ 1,262,112	\$ 1,262,112
Federal	60,891	60,891	60,891	60,891
Local	132,980	132,980	132,980	132,980
Total Revenue	\$ 1,400,585	\$ 1,418,810	\$ 1,455,983	\$ 1,455,983
Expenses				
1000 Certificated Salaries	440,130 32.35%	448,933 33.00%	457,911 32.49%	467,069 32.33%
2000 Classified Salaries	252,508 18.56%	257,558 18.93%	262,709 18.64%	267,963 18.55%
3000 Benefits	163,001 11.98%	162,992 11.98%	173,884 11.80%	182,855 12.66%
Total Personnel Expenses	855,639 62.90%	869,483 63.91%	894,504 62.93%	917,888 63.54%
4000 Books and Supplies	84,276 6.20%	86,215 6.31%	88,370 6.24%	90,579 6.27%
5000 Services and Other Operating Expenses	404,822 29.76%	410,400 30.17%	416,602 29.70%	422,960 29.28%
6000 Capital Outlay	15,650 1.15%	15,650 1.15%	13,150 1.13%	13,150 0.91%
7000 Other Outgoing				
Total Expenses	\$ 1,360,387	\$ 1,381,747	\$ 1,412,626	\$ 1,444,877
Surplus / (Deficit)	\$ 40,198	\$ 37,063	\$ 43,357	\$ 11,406
As a % of LCFF revenue	4%	3%	4%	1%
Beginning Balance	\$ 383,072	\$ 423,270	\$ 460,333	\$ 503,690
Cash + Net AR/AP				
Ending Balance	\$ 423,270	\$ 460,333	\$ 503,690	\$ 515,096
As a % of LCFF revenue	40%	43%	46%	47%

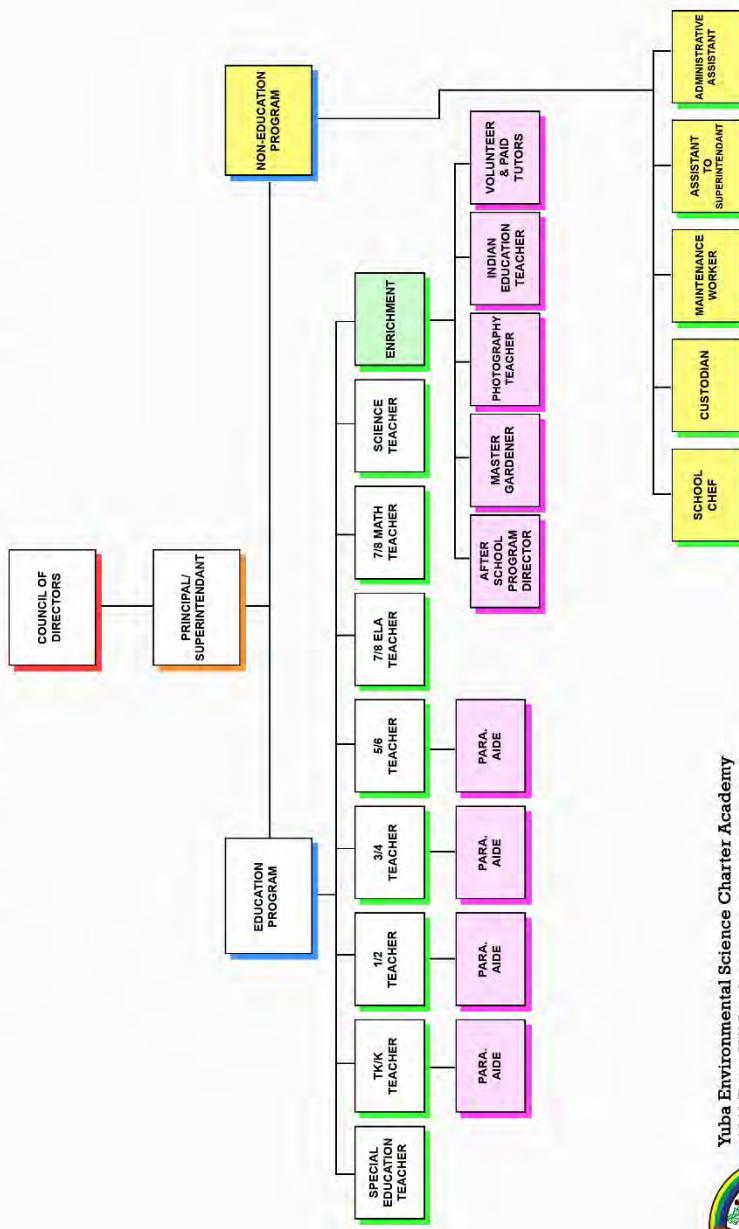
Yuba Environmental Science Academy

Financial History

	16/17	15/16	14/15	13/14
REVENUE:	\$1,194,607	\$1,028,816	\$919,116	\$846,688
EXPENSES:	\$1,141,984	\$995,694	\$871,390	\$787,716
NET:	\$52,623	\$33,122	\$47,726	\$58,971
TOTAL Net Assets:	\$354,319	\$301,696	\$268,574	\$220,848



YES CHARTER ACADEMY ORGANIZATION CHART



Yuba Environmental Science Charter Academy

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LOCAL CONTROL ACCOUNTABILITY PLAN AND ANNUAL UPDATE (LCAP)

Page 1 of 54

LCAP Year 2017–18 2018–19 2019–20

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.

LEA Name Y.E.S. Charter Academy

Contact Name and Title Louise Miller
Principal/Superintendent

Email and Phone lmiller@yescharteracademy.org
(530)692-2210

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

YES Charter Academy is a small (110 students) TK-8 public charter school in the beautiful Sierra Nevada foothills of Yuba County, CA. Our vision offers project-based learning focused on the scientific method of inquiry and STEM focus. Our campus is 10 acres of oaks and pines and includes a pond. We are looking to create youth who are practical problem solvers as well as academic masters. YES encourages our students through the use of SPARRK. We expect our graduates to be:

Stewards of the Environment

Positive Team Members

Academic Masters

Resourceful

Responsible Citizens

Kind

YES Charter Academy educates K-8 students in a school culture that values the scientific method and a curricular focus on environmental studies. The highest Common Core State Standards, as well as high standards of moral conduct, are emphasized. The vision of the YES Charter Academy is to educate K-8 students of the Sierra Foothills through a self-motivating, individualized, and comprehensive curriculum that connects learners with learning via a program, teaching staff, and school culture that values scientific methods of inquiry.



LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Strategic Goal 1: Conditions of Learning: YES Charter Academy will provide a safe and positive learning environment with appropriately maintained facilities, highly qualified teaching and administrative staff, and access to state standard aligned educational learning materials for all students.

Strategic Goal 2: Pupil Outcomes - YES Charter Academy students will increase their academic achievement in all academic content coursework areas using the scientific method of inquiry and problem solving to demonstrate college and career readiness.

Strategic Goal 3: Engagement-increase student and stakeholder engagement to maintain a community based public charter school serving the needs of the Yuba Foothill Communities with a focus in Environmental Science, Project Based/Hands On Learning Activities, and incorporating the Scientific Method of Inquiry.

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.

Progress of YES Charter Academy toward LCAP goals:

Strategic Goal 1: California Standards aligned math adoption purchased with science, technology, engineering and math (STEM) focus. All certificated staff participated in 25 hours of professional development in project based learning, behavioral/character development/support, and/or STEM, using goals set at beginning of year conferences to identify areas of staff/individual development. All certificated staff kept a training log. STEM related training was scheduled at the school site to coincide with student release days. Certificated staff members showed evidence of CCCS and environmental education implementation in the classroom with classroom wall hangings, lesson plans, student rubric and assignments, participation in science fair with rubric level advancement by the end of the year using the common implementation rubric as completed by staff members and selected community/parent volunteers. Evaluation completed by lesson plans, California State Standards implementation Metric Rubric, classroom rubrics, and science fair participation. Additionally, environmental education implementation in the classroom was further demonstrated by school wide classroom participation in the YES Charter Academy Earth Day celebration. Wellness policy goals addressed in the classroom and funds used for purchase of active equipment, including five sets of classroom balls, tether ball sets and grant funded (\$2500.) kindergarten play equipment.

Strategic Goal 2: Students increased use and fluency with scientific method to address and solve problems in all academic subjects resulting in 90% of students applying scientific methodology to academic subjects. Identified students increased academic performance by more than 5% annually. Students in all grades K-8 used technology in the classroom at least three times per week. Teachers' lesson plans made reference to the standards being taught. Release days for teachers to collaborate were held on Friday afternoons. Stakeholder Road Map Meetings are held after school. Students participated in a well rounded course of study emphasizing environmental science and the scientific method of discovery and research in academic content areas, as outlined in the YES Charter Academy Charter Petition. Students scoring below basic received extra help from teachers/aides. Reading intervention was used with identified students. Student groups were identified for additional instructional time, support and services. Access to technology increased: Computer centers used in all grades, videos used to stimulate interest in topics, internet used to locate interactive activities, presentations required in every grade and training arranged for teachers.

Positive Behavior Intervention System implemented:

1. Stewards of the environment, Positive team members, Academic masters, Resourceful, Responsible, Kind (SPAARK) rewards for students.
2. 0.75 FTE Positive Intervention Coordinator hired to support students and teachers in teaching and monitoring positive behavior choices through Peace Builders curriculum and SPAARK implementation guide Student self-directed learning and social interactions maintained as measured by suspensions and behavior note records.

Strategic Goal 3: Community participation increased in educating the students through guest teachers, elective/enrichment teachers (Garden, Photography, Leather Working, Music and Spanish), community based tutors, and service learning projects as measured by volunteer logs, student participation logs and rubric assessments. ADA increased and a viable Independent Study program developed to address the

GREATEST PROGRESS

needs of students who cannot attend school person as measured by attendance reporting. Community engagement increased through field trips, guest speakers and mentors. Parents engaged to join 1 of the 4 charter petition identified standing parent and Council committees: Academic, Facilities, Funding or Engagement. Parent volunteer hours maintained from a minimum of 70% to 76% participation as measured by the parent volunteer log (915 parent volunteer hours.) Parent coordinator hired, .25 FTE. Parent interest survey administered. Volunteers recruited and organized into standing committees. Recognition and follow up for parent volunteers organized. Potential community guest teachers screened and trained. Students participated in service learning and community service projects. Student daily attendance increased to 96% or more average through active follow up (Independent Study and classroom recognition). attendance awards, teacher incentives and pursuing solutions for families falling below that average.

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?

Mathematics. Steps Planned: Staff development and implementation of newly adopted and purchased California standards aligned mathematics program.

GREATEST NEEDS



Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Mathematics - Purchased California Standards aligned math adoption with science, technology, engineering and math (STEM) focus. Teachers lesson plans make reference to the standards being taught. Students scoring below basic receive extra help from teachers/aides. Student groups are identified for additional instructional time, support and services. Staff development for newly adopted math curriculum planned for 2017-2018.

English Language Arts - Faculty meetings and Stake holder Roadmap meetings held in preparation for California Standards aligned ELA adoption research and review. Teacher lesson plans make reference to the standards being taught. Students below basic receive extra help from teachers/aides. Student groups are identified for additional instructional time, support and services. New Principal-Superintendent who has been trained as an elementary Literacy Coach will provide staff development for certificated staff in ELA instruction grades K-8 with a focus upon fluency and writing.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Low income students: Adoption in 2017-2017 and implementation in 2017-2018 of California Standards based Mathematics program grades K-8. Staff development in the implementation of the new Mathematics adoption to be scheduled for 2017-2018. 2017-2018 scheduled research and review of California Standards based English Language Arts program grades K-8. Staff development in fluency and writing to be provided by new Principal/Superintendent who has training as an Academic Coach. Ongoing supplemental support provided in Math and ELA for students scoring below basic - teachers/aides. Increased reading intervention used with identified students. Increased number of student groups are identified for additional instructional time, support and services. Strategies for the use of instructional aide and tutor support in combination grade level classrooms to be reviewed by principal/superintendent.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$858,837.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$625,841.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Materials for plant maintenance, food and food supplies, dues and memberships, insurance, operations and housekeeping services/supplies, utilities, student transportation, space rental/leases expense, equipment rental/expense, equipment repair, banking and payroll fees, legal services, audit, advertising/recruiting, financial services, special education encroachment.

\$1,267,496

Total Projected LCFF Revenues for LCAP Year



Annual Update

LCAP Year Reviewed: 2016-17

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

STRATEGIC GOAL 1: Conditions of Learning. YES Charter Academy will provide a safe and positive learning environment with appropriately maintained facilities, highly qualified teaching and administrative staff, and access to state standard aligned educational learning materials for all students.

State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 9 <input type="checkbox"/> 10	COE <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	LOCAL Environmental Health Focus

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Building Repairs/Maintenance/Renovation will be completed for a safe, temperate, and comfortable facility. All staff will be trained and highly qualified.

ACTUAL

Building Repairs/Maintenance/Renovation were completed for a safe, temperate, and comfortable facility. All staff will be trained and highly qualified.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	PLANNED	ACTUAL	ESTIMATED ACTUAL
Actions/Services	1. Select and authorize the repair/replacement of HVAC system units and roof. Obtain Solar Energy Proposals.	1. Replaced two units of HVAC system units and obtained Solar Energy Proposals. Contracted in June 2017 for summer 2017 replacement of roof.	Retrofit energy efficient units to the building. 5000-5999: Services And Other Operating Expenditures Prop 39 \$16,141 Receive bids and select company to repair/renovate existing building roof 5000-5999: Services And Other Operating Expenditures SB 740 \$50,000 0001-0999: Unrestricted: Locally Defined SB 740 \$ 39,600.



YUBA ENVIRONMENTAL SCIENCE
CHARTER ACADEMY

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Action	2	PLANNED	Actions/Services	Expenditures	ACTUAL	ESTIMATED ACTUAL	Actions/Services	Expenditures	ACTUAL	ESTIMATED ACTUAL	Actions/Services	Expenditures	ACTUAL	ESTIMATED ACTUAL	Actions/Services	Expenditures	ACTUAL	ESTIMATED ACTUAL	Actions/Services	Expenditures
	2.	2. Complete purchase and implementation phase so that 100% of classes have updated curriculum in California Common Core Math with Science, Technology, Engineering, and Math focus and Environmental Education Initiative (EEI) units.			2. Purchased California Standards aligned math adoption with science, technology, engineering and math (STEM) focus.															
		BUDGETED	Purchase/obtain materials aligned with the CCCS standards 4000-4999: Books And Supplies LCFF \$31 100 For Copy and laminate costs Common Core Standards Implementation Funds \$150																	
	3	PLANNED	All certificated staff will participate in 25 hours of professional development in project based learning, behavioral/character development/support, and/or STEM, using goals set at beginning of year conferences to identify areas of staff/individual development.		a. All certificated staff will provide a training log and copies of certificate of training annually b. STEM related training will be scheduled at the school site to coincide with student release days															
		BUDGETED	Administrative and Teacher participation in professional development courses, including fees, substitute teachers, mileage, and stipends 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3500																	
	4	PLANNED	All certificated staff members will show evidence of CCCS and environmental education implementation in the classroom such as classroom wall hangings, lesson plans, student rubric and assignments, participation in science fair with a full rubric																	





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

Classrooms evidence student work showcasing the environment, natural resources and the scientific method of problem solving. Schoolwide Science Fair and Earth Day evidenced the all school focus on scientific inquiry, the environment and STEM. Wellness goals addressed as evidenced by purchase and student use of new athletic equipment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Budgeted expenditure for roof and actual expenditure are different as the roof replacement has not yet occurred.
2. Added \$ 2080 to cover new teacher training for Grades 1-2 and Grades 3-4 teachers - \$3500 to \$5580

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.

Discussion - Board Meeting 5/25/2017 and Stake holder Roadmap meeting - 5/26/2017



Annual Update LCAP Year Reviewed: 2016-17

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

Goal 2

STRATEGIC GOAL 2: Pupil Outcomes- YES Charter Academy students will increase their academic achievement in all academic content coursework areas using the scientific method of inquiry and problem solving to demonstrate college and career readiness.

State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 9 <input type="checkbox"/> 10	COE <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	LOCAL Environmental Science Focus
ANNUAL MEASURABLE OUTCOMES			
EXPECTED			ACTUAL
Students will increase use and fluency with the scientific method to address and solve problems in all academic subjects resulting in 90% of students applying scientific methodology to academic subjects. Identified students will increase performance in academic areas by no less than 5% annually. Students will use technology in the classroom at least three times per week. Behavior referrals increased which resulted in a slight increase in on and off campus suspensions from the previous year.			Students increased use and fluency with scientific method to address and solve problems in all academic subjects resulting in 90% of students applying scientific methodology to academic subjects. Identified students increased performance in academic areas by more than 5% annually. Students in all grades K-8 used technology in the classroom at least three times per week. Behavior referrals increased which resulted in a slight increase in on and off campus suspensions from the previous year.
ACTIONS / SERVICES			
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.			
Action	1	PLANNED	ACTUAL
Actions/Services	Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards	Teachers regularly examined work samples at grade level meetings, to ensure that students are mastering grade level standards.	



<p>BUDGETED</p> <p>Hire 5 highly qualified teachers for grades TK, K, 1, 2, 3, 4, 5, 6, 7, 8 1000-1999; Certificated Personnel Salaries \$350,339</p> <p>Release time/Meals/Training and Collaboration Time 5000-5999; Services And Other Operating Expenditures LCFF \$2000</p>	<p>ESTIMATED ACTUAL</p> <p>Hire 5 highly qualified teachers for grades TK, K, 1, 2, 3, 4, 5,, 6, 7, 8 1000-1999; Certificated Personnel Salaries \$ 283,275.</p> <p>Release time/Meals/Training and Collaboration Time 5000-5999; Services And Other Operating Expenditures LCFF 5580.</p>	<p>ACTUAL</p> <p>Students scoring below basic receive extra help from teachers/aides. Reading intervention is used with identified students.</p> <p>Student groups are identified for additional instructional time, support and services.</p>
<p>PLANNED</p> <p>2. Students scoring below basic receive extra help from teachers/aides.</p> <p>Reading Intervention used with identified students</p> <p>Student groups are identified for additional instructional time, support, and services.</p>	<p>BUDGETED</p> <p>Paraprofessional Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF \$1,4826.35</p> <p>Special Education/Intervention Teacher 1000-1999: Certificated Personnel Salaries Special Education \$37,858.</p> <p>Independent Study/Special Education Tutoring Teacher 1000-1999: Certificated Personnel Salaries LCFF \$25,105</p>	<p>ESTIMATED ACTUAL</p> <p>Paraprofessional Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF \$ 31,760.</p> <p>Special Education/Intervention Teacher 1000-1999: Certificated Personnel Salaries Special Education \$ 48,000.</p> <p>Independent Study/Special Education Tutoring Paraprofessional 2000-2999: Classified Personnel Salaries LCFF \$ 8000.</p>
<p>PLANNED</p> <p>Increased access to technology:</p> <ol style="list-style-type: none"> 1) Use of computer centers in all grades 2) Use of video to stimulate interest in topics 3) Use of Internet to locate interactive activities 4) Required presentations in every grade 5) Arrange training for teachers 	<p>ACTUAL</p> <p>Access to technology increased:</p> <ol style="list-style-type: none"> 1. Computer centers used in all grades. 2. Videos used to stimulate interest in topics. 3. Internet used to locate interactive activities. 4. Presentations required in every grade. 5. Training arranged for teachers. 	



		6) Set up Google for Education 7) Train teachers in using Google for Education	4	Expenditures	BUDGETED	Hire computer/internet professional to install, maintain, and train staff 5000-5999; Services And Other Operating Expenditures LCFF \$4000 Internet Services 5900; Communications LCFF \$5600	ESTIMATED ACTUAL	Computer/Internet professional hired to install, maintain and train staff 5000-5999; Services And Other Operating Expenditures LCFF 5000. Internet Services 5900; Communications LCFF \$ 4800.
				Actions/Services	PLANNED	Implementation of Positive Behavior Intervention System 1. Stewards of the environment, Positive team members, Academic masters, Resourceful, Responsible, Kind (SPARRK) rewards for students	ACTUAL	Positive Behavior Intervention System implemented. 1. Stewards of the environment, Positive team members, Academic masters, Resourceful, Responsible, Kind (SPARRK) rewards for students. 2. 0.75 FTE Positive Intervention Coordinator hired to support students and teachers in teaching and monitoring positive behavior choices through Peace Builders curriculum and SPARRK implementation guide. Student self-directed learning and positive social interactions maintained as measured by suspensions and behavior note records.
					BUDGETED	Purchase of rewards for students 0000- Unrestricted Donations \$1500	ESTIMATED ACTUAL	Purchase of rewards for students 4000-4999; Books And Supplies Donations \$ 1500.
						0.75 FTE Positive Support Intervention Coordinator 2000-2999; Classified Personnel Salaries LCFF \$22658		0.75 FTE Positive Support Intervention Coordinator 2000-2999; Classified Personnel Salaries LCFF \$ 18,900.
				ANALYSIS		Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.		Teachers regularly examine student work samples at grade level meetings. Teacher lesson plans make reference to the standards being taught. Release days for teachers to collaborate are held on Friday afternoons. Stakeholder Roadmap meetings are held after school at School Council meetings. Students participate in a well rounded course of study emphasizing environmental science and the scientific method of discovery and research. Students scoring below basic are tutored with a well designed support system of para professionals, certificated staff, tutors and volunteers. Computer centers are used in all grades and presentations are required in every grade. Internet is used to locate interactive activities and training is



provided for teaching staff. Computer/internet professional hired to install and maintain computers. Positive behavior system implemented and Positive Intervention Coordinator hired.

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

Students demonstrate computer presentation skills as evidenced by classroom reports. Students evidence knowledge and implementation of SPARRK school wide behavioral focus (Stewards of the Environment, Positive Team Members, Academic Masters, Resourceful, Responsible Citizens, Kind) as demonstrated by daily group discussions at school wide opening, student produced work emphasizing SPARRK, posted awards and improving positive behaviors. Recent focused analysis of student achievement from 2015-2016 to 2016-2017 school years indicates improved academic achievement for below basic, basic and above grade level students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. The change in the budgeted expenditures and estimated actual expenditures of the salaries of highly qualified certificated staff is a result of a change in highly qualified staffing assignments.
2. The change in the budgeted expenditures and estimated actual expenditures of staff training and collaboration is a result of the addition of new teacher training for assigned 1-2 and 3-4 teachers.
3. The change in the budgeted expenditures and estimated actual expenditures of the staff to support and tutor students is due to personnel adjustments to meet the needs of students throughout the year.

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.

Review at Board Meeting 5/25/2017 and Stakeholder Roadmap Meeting 5/26/2017



Annual Update

LCAP Year Reviewed: 2016-17

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

STRATEGIC GOAL 3: Engagement- Increase student and stakeholder engagement to maintain a community based public charter school serving the needs of the Yuba Foothill Communities with a focus in Environmental Science, Project Based/Hands On Learning Activities, and incorporating the Scientific Method of Inquiry

Goal 3

State and/or Local Priorities Addressed by this goal:

	STATE	☐	1	☒	2	☒	3	☒	4	☒	5	☒	6	☒	7	☒	8
COE	☐	9	☐	10													
LOCAL																	

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase community participation in educating the students through guest speakers, elective/enrichment teachers (Garden, Photography, Leather Working, Music and Spanish), community based tutors, and service learning projects as measured by volunteer logs, student participation logs and rubric assessments. Increase ADA and Develop a viable Independent Study program to address the needs of students who cannot attend school in person as measured by attendance reporting. Increase community engagement through field trips, guest speakers, and mentors.

ACTUAL

Community participation increased in educating the students through guest speakers, elective/enrichment teachers (Garden, Photography, Leather Working, Music and Spanish), community based tutors, and service learning projects as measured by volunteer logs, student participation logs and rubric assessments. ADA increased and a viable Independent Study program developed to address the needs of students who cannot attend school in person as measured by attendance reporting. Community engagement increased through field trips, guest speakers, and mentors.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

1 Action

PLANNED

Action/Services:

Engage parents through volunteer days, newsletters, and automated calls to join 1 of the 4 charter petition identified standing parent and Council committees: Academic, Facilities, Funding or Engagement.

ACTUAL

Parents engaged to join 1 of the 4 charter petition identified standing parent and Council committees: Academic, Facilities, Funding or Engagement.



<p>1. Maintain parent volunteer hours at minimum 70% participation as measured by the parent volunteer log 2. Hire parent coordinator, .25 FTE 3. Administer parent interest survey 4. Recruit and organize volunteers into standing committees 5. Organize recognition and follow up for parent volunteers 6. The school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them. 7. Organize annual calendar 8. Screen and train potential community guest teachers 9. Students participate in service learning and community service projects.</p>	<p>BUDGETED Expenditures Paper, copying, postage, all call service, phone service, and personnel time \$5800; Professional/Consulting Services And Operating Expenditures \$2500 The school will maintain a committee with staff, parent and community representatives. 0000: Unrestricted Donations \$300 Paper, copying, postage, labor 4000-4999: Books And Supplies LCFF \$1500 CCCS Aligned Assessment System- MasteryConnect 4000-4999: Books And Supplies LCFF \$ 4600 0.5 FTE parent coordinator 2000-2999: Classified Personnel Salaries LCFF \$10,940</p>	<p>ESTIMATED ACTUAL Expenditures Paper, copying, postage, all call service, phone service, and personnel time. 5800; Professional/Consulting Services And Operating Expenditures LCFF \$ 2500. The school will maintain a committee with staff, parent and community representatives. 0000: Unrestricted Donations \$ 300. Paper, copying, postage, labor 4000-4999: Books And Supplies LCFF \$ 1500. CCCS Aligned Assessment System - MasteryConnect 4000-4999: Books And Supplies LCFF \$ 4600 0.5 FTE parent coordinator 2000-2999: Classified Personnel Salaries LCFF \$ 6300.</p>	<p>ACTUAL Student daily attendance increased to 96% or more average through active follow up (Independent Study and classroom recognition), attendance awards, teacher incentives and pursuing solutions for families falling below that average.</p>
2	Action	PLANNED	BUDGETED
	Actions/Services	Increase student daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average.	Student attendance incentives 0000: Unrestricted Donations \$1000 For staff follow up, with attendance and Independent Study 1000-1999: Certificated Personnel Salaries LCFF \$5,000
	Expenditures		Student attendance incentives 0000: Unrestricted Donations \$ 350.00 For staff follow up, with attendance and Independent Study 1000-1999: Certificated Personnel Salaries LCFF \$ 3250.



ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Independent Study provided for students with close monitoring for completion, monthly \$ 100.00 awards to classrooms with highest percentage of student attendance, year end attendance awards and teacher monetary awards for improved student attendance.

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

In 2015-2016 5.4% of the students received perfect attendance awards - that percentage was increased in 2016-2017 to 21.3% of the students receiving perfect attendance awards. That is a 400% increase. Attendance at year's end averaged 95.71%. Parent volunteer hours increased from 2015-2016 to 2016-2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent coordinator budgeted expenditure less than estimated actual expenditure due to staff absence from assignment.

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.

Review at Board Meeting 5/25/2017 and Stake holder Road Map meeting on 5/26/2017.



Stakeholder Engagement

LCAP Year 2017-18 2018-19 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?

1. All stakeholders, including parents, faculty, students, staff and School Council of Directors members were invited to participate in a school wide survey regarding input into goal areas and needs identification.
2. Scheduled Council of Directors meetings were held on May 25, 2017, and June 29, 2017, to provide input into the LCAP process and annual update. The LCAP was also reviewed by the Council of Directors at a scheduled meeting on June 28, 2017.
3. Initial Spring 2017 CAAASP summary percentage results were shared by YES Charter Academy Directors and faculty with the Yuba County Office of Education Board and staff in a Yuba County Office of Education Board meeting on June 21, 2017. LCAP goals and progress for 2016-2017 were additionally shared.
4. Regular stakeholder meetings will be held throughout the 2017-2018 school year to provide input into ongoing LCAP planning and review.
5. School committees - parent coordinators will continue to be identified in 2017-2018 to facilitate committees to identify and support student needs in partnership with faculty, staff and Council of Directors. Ongoing Academic Committee meetings will be held monthly to monitor and support progress on goals.

IMPACT ON LCAP AND ANNUAL UPDATE

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

1. Stakeholders collaboratively discussed school and student needs and identified the need to meet regularly to support goals.
2. Needs were clear and agreed upon by parties involved.
3. Staffing was changed, i.e. addition of a science teacher, and modification of aide/para/tutor schedules and hours with the focus upon improved services for all students.
4. Research and review of standards aligned ELA curriculum will be a focus of the 2017-2018 school year.
5. Staff development in ELA with a focus upon fluency and writing will be provided by the principal/superintendent who has training as an academic coach.
6. All students in grades K-8 will be assessed in fluency - four times during 2017-2018.
7. Staff development will be provided in how to teach writing and a writing rubric will be developed for each grade level. Students will learn to respond to a writing prompt, frame sentences and resultant writing products will be shared and related to focused environmental topics.



Identified need for focus on academic progress and specifically need for science program development, teacher training in environmental science strategies and staff development to better implement the newly adopted Math curriculum.



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.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
STATE	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10	
LOCAL	Environmental Health Focus		

State and/or Local Priorities Addressed by this goal:

STRATEGIC GOAL 1: Conditions of Learning: YES Charter Academy will provide a safe and positive learning environment with appropriately maintained facilities, highly qualified teaching and administrative staff, and access to state standards aligned educational learning materials for all students.

Goal 1

Identified Need:

Appropriately maintained facilities:

1. Monitor installation and completion of the June 2017 contracted roof replacement.
2. All new and existing certificated staff will be 100% qualified. The addition of a full time science teacher was identified by the Council of Directors and faculty as a priority for the 2017-2018 school year.
3. Access to state standards aligned educational learning materials for all students.
4. Staff development for the newly adopted Mathematics curriculum is an identified Stakeholders and School Council of Directors need for 2017-2018. Research and review of standards aligned English Language Arts curriculum is an identified stakeholder and School Council of Directors need for 2017-2018. Staff development in fluency and writing will be provided.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facility Inspection - architect and maintenance staff	Existing roof as of June 2017 is in need of replacement.	Excellent roof rating - facility inspection	Safe and positive learning environment	Safe and positive learning environment
California State Teaching Credentials	100% of existing certificated staff is highly qualified	100% of existing and newly hired certificated staff is highly qualified.	Maintain 100% of highly qualified staff	Maintain 100% of highly qualified staff



% of students with standards aligned instructional materials	100% of all students have standards aligned mathematics instructional materials. Teachers providing differing English Language Arts, instructional materials which are partially or completely aligned with California standards aligned instructional materials.	Maintain 100% Students with standards aligned instructional materials in Mathematics and English Language Arts.	Maintain 100% students with standards aligned instructional materials
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			
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]	<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		
ACTIONS/SERVICES		2018-19	2019-20
<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged



The installation and completion of the June 2017 authorized roof replacement will be monitored by school contracted architectural services, the maintenance staff and the Chief Financial Officer of YES Charter Academy.

BUDGETED EXPENDITURES

2017-18

Amount	\$30,000.	Source	LCFF	Budget Reference	5000-5999: Services And Other Operating Expenditures Roof replacement	Source	Other	Budget Reference	0000: Unrestricted

Action

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/>	All	<input type="checkbox"/>	Students with Disabilities	<input type="checkbox"/>	[Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/>	All Schools	<input type="checkbox"/>	Specific Schools:	<input type="checkbox"/>	Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/>	English Learners	<input type="checkbox"/>	Foster Youth	<input type="checkbox"/>	Low Income	OR	<input type="checkbox"/>	Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/>	All Schools	<input type="checkbox"/>	Specific Schools:	<input type="checkbox"/>	Specific Grade spans:		<input type="checkbox"/>	Specific Grade spans:



ACTIONS/SERVICES	2017-18			2018-19			2019-20							
	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged					
Implement new certificated teaching position of highly qualified science teacher. Recruit and hire for 2017-2018.														
BUDGETED EXPENDITURES														
2017-18														
Amount	\$48,000.	Amount	\$48,000.	Amount	\$48,000.	Amount	\$48,000.	Amount	\$48,000.					
Source	LCFF	Source	LCFF	Source	LCFF	Source	LCFF	Source	LCFF					
Budget Reference	1000-1999; Certificated Personnel Salaries Addition of full time highly qualified science teacher.	Budget Reference	1000-1999; Certificated Personnel Salaries Science teacher	Budget Reference	1000-1999; Certificated Personnel Salaries Science teacher	Budget Reference	1000-1999; Certificated Personnel Salaries Science teacher	Budget Reference	1000-1999; Certificated Personnel Salaries Science teacher					
Amount	150.	Amount	\$150	Amount	\$150	Amount	\$150	Amount	\$150.					
Source	Common Core Standards Implementation Funds	Source	Common Core Standards Implementation Funds	Source	Common Core Standards Implementation Funds	Source	Common Core Standards Implementation Funds	Source	Common Core Standards Implementation Funds					
Budget Reference	4000-4999; Books And Supplies For copy and laminate costs	Budget Reference	4000-4999; Books And Supplies For copy and laminate costs	Budget Reference	4000-4999; Books And Supplies For copy and laminate costs	Budget Reference	4000-4999; Books And Supplies For copy and laminate costs	Budget Reference	4000-4999; Books And Supplies For copy and laminate costs					
Action	3													
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:														
Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/>	Students with Disabilities	<input type="checkbox"/>	[Specific Student Group(s)]									
Location(s)	<input type="checkbox"/>	All Schools	<input type="checkbox"/>	Specific Schools:	<input type="checkbox"/> Specific Grade spans:									
OR														
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:														
Students to be Served	<input type="checkbox"/>	English Learners	<input type="checkbox"/>	Foster Youth	<input type="checkbox"/>	Low Income								



Actions/Services	2017-18	2018-19	2019-20
Locations(s)	All Schools	Specific Schools:	Limited to Unduplicated Student Group(s)
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input checked="" type="checkbox"/> OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<input checked="" type="checkbox"/> Specific Grade spans:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACTIONS/SERVICES			
1. Provide staff development for the implementation phase of the standards based California Mathematics adoption so that 100% of the students have updated curriculum with a Science, Technology, Engineering and Math Focus.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2. Research and review standards aligned English Language Arts curriculum.			
3. School wide focus on student fluency and writing with related activities.			
IMPROVEMENTS			
1. Improve and maintain dependent upon student achievement data from spring 2018 testing, implementation and ongoing monitoring for success the California standards based Mathematics and English Language Arts adoptions.			
BUDGETED EXPENDITURES			
2017-18			
Amount	\$20,000.	\$5,000.	\$5,125.
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Approved textbooks and core curricula material	4000-4999: Books And Supplies Approved textbooks and core curricula material	4000-4999: Books And Supplies Approved textbooks and core curricula material
Source	Other	Source	Source
Budget Reference	0000: Unrestricted	Budget Reference	Budget Reference
Action	4	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	[Specific Student Group(s)]
Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]

4

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

Students to be Served

Recognized Student Groups

CHARTER PETITION, EXHIBIT A (RENEWAL FEB 2018)



<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools	<input type="checkbox"/> Specific Grade spans:
OR			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
OR			
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools	<input type="checkbox"/> Specific Grade spans:
ACTIONS/SERVICES			
	2017-18	2018-19	2019-20
	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
	<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> Modified
	<input type="checkbox"/> Modified	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
	<input type="checkbox"/> Unchanged	<input type="checkbox"/> Unchanged	<input type="checkbox"/> Unchanged
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
2017-18			
All certified staff members will show evidence of CCCCS and environmental education implementation in the classroom such as classroom wall hangings, lesson plans, student rubric and assignments, participation in science fair with a full rubric level advancement by the end of the year using the BCCE common core implementation rubric as completed by staff members and selected community/parent volunteers. Evaluated by lesson plans, California State Standards Implementation Metric Rubric, classroom rubrics, and science fair participation	All certified staff members will show evidence of CCCCS and environmental education implementation in the classroom such as classroom wall hangings, lesson plans, student rubric and assignments, participation in science fair with a full rubric level advancement by the end of the year using the BCCE common core implementation rubric as completed by staff members and selected community/parent volunteers. Evaluated by lesson plans, California State Standards Implementation Metric Rubric, classroom rubrics, and science fair participation	All certified staff members will show evidence of CCCCS and environmental education implementation in the classroom such as classroom wall hangings, lesson plans, student rubric and assignments, participation in science fair with a full rubric level advancement by the end of the year using the BCCE common core implementation rubric as completed by staff members and selected community/parent volunteers. Evaluated by lesson plans, California State Standards Implementation Metric Rubric, classroom rubrics, and science fair participation	
BUDGETED EXPENDITURES			
2017-18	2018-19	2019-20	
Amount	\$2000	\$2000	Amount
Source	LCFF	LCFF	Source
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	Budget Reference
Action	5000-5999: Services And Other Operating Expenditures Copies, posters, binders, laminating	5000-5999: Services And Other Operating Expenditures Copies, posters, binders, laminating	Action



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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
OR			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEAwide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Wellness policy goals will be addressed in the classroom and funds made available for purchase of active equipment and environmentally sound supplies.	Wellness policy goals will be addressed in the classroom and funds made available for purchase of active equipment	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$5,115.	\$5,243.
Source	LCFF	Source
Budget Reference	4000-4999: Books And Supplies General student equipment	Budget Reference 4000-4999: Books And Supplies General student equipment



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.

New Modified Unchanged

Goal 2

STRATEGIC GOAL 2: Pupil Outcomes- YES Charter Academy students will increase their academic achievement in all academic content coursework areas using the scientific method of inquiry and problem solving to demonstrate college and career readiness.

State and/or Local Priorities Addressed by this goal:	STATE COE LOCAL	1 9 Environmental Science Focus	2 10	3 9	4 10	5 8	6 7	7 8
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Identified Need

Students will use an assessment system to provide progress monitoring data for teachers to use to drive instruction.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California State Testing Results	Grades 3-8 Baseline ELA 50% of students exceeded or met state targets in 2017 Grades 3-8 Baseline Math 15% of all students exceeded or met state targets in 2017	Students will increase use and fluency with the scientific method to address and solve problems in all academic subjects resulting in 90% of students applying scientific methodology to academic subjects. Identified students will increase performance in academic areas by no less than 5% annually. Students will use technology in the classroom at least three times per week.	Students will increase use and fluency with the scientific method to address and solve problems in all academic subjects resulting in 90% of students applying scientific methodology to academic subjects. Identified students will increase performance in academic areas by no less than 5% annually. Students will use technology in the classroom at least three times per week.	Students will increase use and fluency with the scientific method to address and solve problems in all academic subjects resulting in 90% of students applying scientific methodology to academic subjects. Identified students will increase performance in academic areas by no less than 5% annually. Students will use technology in the classroom at least three times per week.

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		<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]						
Location(s)		<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:						
OR										
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:										
Students to be Served		<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income						
Scope of Services		<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)					
Location(s)		<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:						
ACTIONS/SERVICES										
2017-18										
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	2019-20	
<p>1. Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. Teacher lesson plans will make reference to the standards being taught. Release days for teachers to collaborate and participate in Stakeholder Road Map Meetings. Students will participate in a well rounded course of study emphasizing environmental science and the scientific method of discovery and research in academic content areas, as outlined in the YES Charter Academy Charter Petition.</p>										
BUDGETED EXPENDITURES										
2018-19										
2019-20										



Amount	\$253,658.	Source	LCFF	Amount	\$260,496.	Source	LCFF	Amount	\$263,983.
Budget Reference	1000-1999: Certificated Personnel Salaries 5 highly qualified teachers for grades Tk-K, 1-2, 3-4, 5-6, 7-8.	Budget Reference	1000-1999: Certificated Personnel Salaries 5 highly qualified teachers for grades Tk-K, 1-2, 3-4, 5-6, 7-8.	Budget Reference	1000-1999: Certificated Personnel Salaries 5 highly qualified teachers for grades Tk-K, 1-2, 3-4, 5-6, 7-8.				
Amount	\$5680.	Source	LCFF	Amount	\$5,811.	Source	LCFF	Amount	5,956.
Budget Reference	5000-5999: Services And Other Operating Expenditures Release time/meals/training and collaboration time and expense,	Budget Reference	5000-5999: Services And Other Operating Expenditures Release time/meals/training and collaboration time and expense,	Budget Reference	5000-5999: Services And Other Operating Expenditures Release time/meals/training and collaboration time and expense,				

Action 2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
OR			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2019-20



<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Students scoring below basic receive extra help from teachers/aides.								
Reading Intervention used with identified students.								
Student groups are identified for additional instructional time, support, and services.								
Staff development will be provided by the principal/superintendent - strategies in the use of aide/tutor support to increase the achievement of students with a focus upon combination classes.								
BUDGETED EXPENDITURES								
2017-18								
Amount	\$106,402.		Amount	\$108,530.		Amount	\$109,616.	
Source	LCFF		Source	LCFF		Source	LCFF	
Budget Reference	2000-2899: Classified Personnel Salaries Instructional Aide Salaries		Budget Reference	2000-2899: Classified Personnel Salaries Instructional Aide Salaries		Budget Reference	2000-2899: Classified Personnel Salaries Instructional Aide Salaries	
Amount	\$46,904.		Amount	\$48,254.		Amount	\$48,943.	
Source	LCFF		Source	LCFF		Source	LCFF	
Budget Reference	2000-2899: Classified Personnel Salaries Classified Support Salaries		Budget Reference	2000-2899: Classified Personnel Salaries Classified Support Salaries		Budget Reference	2000-2899: Classified Personnel Salaries Classified Support Salaries	
Amount	40,234.		Amount	\$40,234.		Amount	\$40,234.	
Source	Special Education		Source	Special Education		Source	Special Education	
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher		Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher		Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher	
Action	3							
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:								
Students to be Served	<input checked="" type="checkbox"/>	All	<input type="checkbox"/>	Students with Disabilities	<input type="checkbox"/>	[Specific Student Group(s)]		



<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:		
OR					
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income		
OR					
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)		
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:		
ACTIONS/SERVICES					
2017-18					
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
2018-19					
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
2019-20					
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Increased access to technology.					
1) Use of computer centers in all grades 2) Use of video to stimulate interest in topics 3) Use of Internet to locate interactive activities 4) Required presentations in every grade 5) Arrange training for teachers 6) Set up Google for Education 7) Train teachers in using Google for Education					
BUDGETED EXPENDITURES					
2017-18					
Amount	\$4150.	Amount	\$4150.	Amount	\$4150.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Hire computer/internet professional to install, maintain, and train staff	Budget Reference	5000-5999: Services And Other Operating Expenditures Hire computer/internet professional to install, maintain, and train staff	Budget Reference	5000-5999: Services And Other Operating Expenditures Hire computer/internet professional to install, maintain, and train staff
Amount	\$6250.	Amount	\$6394.	Amount	\$6,554.



Action	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	Source	LCFF	Source	LCFF	Source	LCFF
<u>Budget Reference</u>	<input checked="" type="checkbox"/> Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>	5900: Communications Internet Services	<input type="checkbox"/> Budget Reference	5900: Communications Internet Services
<u>Internet Services</u>	<input type="checkbox"/> Locations(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/>	[Specific Student Group(s)]	<input type="checkbox"/>	Specific Grade spans:
				OR			
	<u>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</u>						
<u>English Learners</u>	<input type="checkbox"/> Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income			
<u>Low Income</u>	<input type="checkbox"/> Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<u>Schoolwide</u>	<input type="checkbox"/> Locations(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/>	Specific Grade spans:		
	ACTIONS/SERVICES						
2017-18							
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified
	Implementation of Positive Behavior Intervention System						
	1. Stewards of the environment, Positive team members, Academic masters, Resourceful, Responsible, Kind (SPARRK) rewards for students						
	2. 0.75 FTE Positive Support Intervention Coordinator will be hired to support students and teachers in teaching and monitoring positive behavior choices through Peace Builders curriculum and SPARRK implementation guide Increase student self-directed learning and positive social interactions as measured by suspensions, behavior note						
2018-19							
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified
	Implementation of Positive Behavior Intervention System						
	1. Stewards of the environment, Positive team members, Academic masters, Resourceful, Responsible, Kind (SPARRK) rewards for students						
	2. 0.75 FTE Positive Support Intervention Coordinator will be hired to support students and teachers in teaching and monitoring positive behavior choices through Peace Builders curriculum and SPARRK implementation guide Increase student self-directed learning and positive social interactions as measured by suspensions, behavior note						
2019-20							
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified
	Implementation of Positive Behavior Intervention System						
	1. Stewards of the environment, Positive team members, Academic masters, Resourceful, Responsible, Kind (SPARRK) rewards for students						
	2. 0.75 FTE Positive Support Intervention Coordinator will be hired to support students and teachers in teaching and monitoring positive behavior choices through Peace Builders curriculum and SPARRK implementation guide Increase student self-directed learning and positive social interactions as measured by suspensions, behavior note						



BUDGETED EXPENDITURES		2017-18		2018-19		2019-20	
Amount	\$1500	Amount	\$1500	Amount	\$1500	Amount	\$1500
Source	Donations	Source	Donations	Source	Donations	Source	Donations
Budget Reference	0000: Unrestricted Purchase of rewards for students	Budget Reference	0000: Unrestricted Purchase of rewards for students	Budget Reference	0000: Unrestricted Purchase of rewards for students	Budget Reference	0000: Unrestricted Purchase of rewards for students
Amount	\$20,613.	Amount	\$20,613.	Amount	\$20,613.	Amount	\$20,613.
Source	LCFF	Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
	0.75 FTE Positive Support Intervention Coordinator		0.75 FTE Positive Support Intervention Coordinator		0.75 FTE Positive Support Intervention Coordinator		0.75 FTE Positive Support Intervention Coordinator



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.

New Modified Unchanged

Goal 3

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

STRATEGIC GOAL 3: Engagement- Increase student and stakeholder engagement to maintain a community based public charter school serving the needs of the Yuba Foothill Communities with a focus in Environmental Science, Project Based/Hand On Learning Activities, and incorporating the Scientific Method of Inquiry.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Volunteer logs, student participation logs and analysis of elective/enrichment teachers' schedules.	Elective/enrichment teachers and community based tutors participate in educating the students.	Increase community participation in educating the students through guest speakers, elective/enrichment teachers, community based tutors, and service learning projects as measured by volunteer logs, student participation logs, and rubric assessments. Increase ADA and maintain a viable Independent Study program to address the needs of students who cannot attend school in person as measured by attendance reporting, increase community engagement through field trips, guest speakers and mentors.	Increase community participation in educating the students through guest speakers, elective/enrichment teachers, community based tutors, and service learning projects as measured by volunteer logs, student participation logs, and rubric assessments. Increase ADA and maintain a viable Independent Study program to address the needs of students who cannot attend school in person as measured by attendance reporting, increase community engagement through field trips, guest speakers and mentors.	Increase community participation in educating the students through guest speakers, elective/enrichment teachers, community based tutors, and service learning projects as measures by volunteer logs, student participation logs and rubric assessments. Increase ADA and maintain a viable Independent Study program to address the needs of students who cannot attend school in person as measured by attendance reporting, increase community engagement through field trips, guest speakers, and mentors.

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	<input checked="" type="checkbox"/>	All	<input type="checkbox"/>	Students with Disabilities	<input type="checkbox"/>	[Specific Student Group(s)]									
Location(s)	<input type="checkbox"/>	All Schools	<input type="checkbox"/>	Specific Schools:	<input type="checkbox"/>	Specific Grade spans:									
OR															
Students to be Served	<input type="checkbox"/>	English Learners	<input type="checkbox"/>	Foster Youth	<input type="checkbox"/>	Low Income	<input type="checkbox"/>	OR							
Scope of Services	<input type="checkbox"/>	LEA-wide	<input type="checkbox"/>	Schoolwide	<input type="checkbox"/>	Limited to Unduplicated Student Group(s)	<input type="checkbox"/>								
Location(s)	<input type="checkbox"/>	All Schools	<input type="checkbox"/>	Specific Schools:	<input type="checkbox"/>	Specific Grade spans:	<input type="checkbox"/>								
ACTIONS/SERVICES															
2017-18															
<input type="checkbox"/>	New	<input checked="" type="checkbox"/>	Modified	<input type="checkbox"/>	Unchanged	<input type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input checked="" type="checkbox"/>	Unchanged				
Engage parents through volunteer days, newsletters, and automated calls to join 1 of the 4 charter petition identified standing parent and Council committees: Academic, Facilities, Funding, or Engagement.															
1.	Maintain parent volunteer hours at minimum 70% participation as measured by the parent volunteer log.	2.	Maintain parent coordinator	3.	Administer parent interest survey	4.	Recruit and organize volunteers into standing committees	5.	Organize recognition and follow up for parent volunteers	6.	The school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.				
7.	Organize annual calendar														
2018-19															
<input type="checkbox"/>	New	<input checked="" type="checkbox"/>	Modified	<input type="checkbox"/>	Unchanged	<input type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input checked="" type="checkbox"/>	Unchanged				
Engage parents through volunteer days, newsletters, and automated calls to join 1 of the 4 charter petition identified standing parent and Council committees: Academic, Facilities, Funding, or Engagement.															
1.	Maintain parent volunteer hours at minimum 70% participation as measured by the parent volunteer log.	2.	Maintain parent coordinator	3.	Administer parent interest survey	4.	Recruit and organize volunteers into standing committees	5.	Organize recognition and follow up for parent volunteers	6.	The school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.				
7.	Organize annual calendar														



BUDGETED EXPENDITURES			
2017-18		2018-19	
Amount	Source	Amount	Source
\$2500	LCFF	\$2500	LCFF
Budget Reference		Budget Reference	
4000-4999: Books And Supplies Paper, copying, postage, all call service, phone service, and personnel time		5800: Professional/Consulting Services And Operating Expenditures Paper, copying, postage, all call service, phone service, and personnel time.	
Amount	Amount	Amount	Amount
\$300	Donations	\$300	Donations
Budget Reference		Budget Reference	
0000: Unrestricted The school will maintain a committee with staff, parent and community representatives.		0000: Unrestricted The school will maintain a committee with staff, parent and community representatives.	
Amount	Amount	Amount	Amount
\$1500	LCFF	\$1500	LCFF
Budget Reference		Budget Reference	
4000-4999: Books And Supplies Paper, copying, postage, labor		4000-4999: Books And Supplies Paper, copying, postage, labor	
Amount	Amount	Amount	Amount
\$10,000.	LCFF	\$10,000.	LCFF
Budget Reference		Budget Reference	
2000-2999: Classified Personnel Salaries Portion of office staff salary to track attendance and parent involvement		2000-2999: Classified Personnel Salaries Portion of office staff salary to track attendance and parent involvement	
Amount	Amount	Amount	Amount
\$10,000.	LCFF	\$10,000.	LCFF
Budget Reference		Budget Reference	
1000-1999: Certificated Personnel Salaries		1000-1999: Certificated Personnel Salaries	
Budget Reference		Budget Reference	
8. Screen and train potential community guest teachers 9. Students participate in service learning and community service projects		8. Screen and train potential community guest teachers 9. Students participate in service learning and community service projects	



Action 2	<input type="checkbox"/> Portion of administrator salary to direct community and staff engagement		<input type="checkbox"/> Portion of administrator salary to direct community and staff engagement										
	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:												
	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Students to be Served</td> <td><input checked="" type="checkbox"/> All</td> <td><input type="checkbox"/> Students with Disabilities</td> <td><input type="checkbox"/> [Specific Student Group(s)]</td> <td rowspan="2" style="vertical-align: middle; font-size: small;">OR</td> </tr> <tr> <td>Location(s)</td> <td><input type="checkbox"/> All Schools</td> <td><input type="checkbox"/> Specific Schools</td> <td><input type="checkbox"/> Specific Grade spans:</td> </tr> </table>				Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]	OR	Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools	<input type="checkbox"/> Specific Grade spans:
Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]	OR									
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools	<input type="checkbox"/> Specific Grade spans:										
	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:												
	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Students to be Served</td> <td><input type="checkbox"/> English Learners</td> <td><input type="checkbox"/> Foster Youth</td> <td><input checked="" type="checkbox"/> Low Income</td> <td rowspan="2" style="vertical-align: middle; font-size: small;">OR</td> </tr> <tr> <td>Scope of Services</td> <td><input type="checkbox"/> LEA-wide</td> <td><input type="checkbox"/> Schoolwide</td> <td><input type="checkbox"/> Limited to Unduplicated Student Group(s)</td> </tr> </table>				Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	OR	Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	OR									
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)										
	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Location(s)</td> <td>All Schools</td> <td>Specific Schools</td> <td><input type="checkbox"/> Specific Grade spans:</td> <td rowspan="2" style="vertical-align: middle; font-size: small;">OR</td> </tr> </table>				Location(s)	All Schools	Specific Schools	<input type="checkbox"/> Specific Grade spans:	OR				
Location(s)	All Schools	Specific Schools	<input type="checkbox"/> Specific Grade spans:	OR									
ACTIONS/SERVICES	2017-18	2018-19	2019-20										
	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged										
	<p>Maintain student daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average.</p>												
	<p>Maintain study daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average.</p>												
	<p>Maintain student daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average.</p>												
BUDGETED EXPENDITURES	2017-18	2018-19	2019-20										
	Amount \$1000 Donations	Amount \$1000 Donations	Amount \$1000 Donations										
	Source	Source	Source										



Action	Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Budget Reference	Student attendance incentives	Budget Reference	0000: Unrestricted Student attendance incentives	Budget Reference
Amount	\$10,000	Amount	\$10,000.	Amount
Source	LCFF	Source	LCFF	Source
Budget Reference	2000-2999: Classified Personnel Salaries Salaries For staff follow up, with attendance and Independent Study	Budget Reference	2000-2999: Classified Personnel Salaries For staff follow up, with attendance and Independent Study	Budget Reference
	3			

ACTIONS/SERVICES

BUDGETED EXPENDITURES

OR



Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19 <input type="checkbox"/> 2019-20
Estimated Supplemental and Concentration Grant Funds:	\$129,124.
Percentage to Increase or Improve Services:	25%

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](#)).

Our unduplicated is 70.80%. All services are provided on a school wide basis due to the small size of the school and the large number of students qualifying for free and reduced lunch programs. This is more effective in reaching the needs of students without overly identifying special needs groups and to address the performance levels of a predominantly high poverty level, very rural community.

Services will be improved by ensuring more students are present for instruction with an increased ADA level, providing quality instruction to students through implementation of high quality professional development of at least 25 hours per highly qualified teaching staff, reducing the staff to student ratios with the use of paraprofessionals, and increasing use of student achievement data with the implementation of a standards aligned Mathematics curriculum. 2017-2018 will be a focus year for research and review of a standards aligned English Language Arts curriculum.



Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.



For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for



the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.



The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need



Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service



For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide".
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and



Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.



For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are principally directed to and how the services are the most effective use of the funds to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:

- a. English Language Arts – Common Core State Standards for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- d. Career Technical Education
- e. Health Education Content Standards
- f. History-Social Science
- g. Model School Library Standards
- h. Physical Education Model Content Standards
- i. Next Generation Science Standards
- j. Visual and Performing Arts
- k. World Language; and

- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;



- C Middle school dropout rates;
- D High school dropout rates; and
- E High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A Pupil suspension rates;
- B Pupil expulsion rates; and
- C Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B Programs and services developed and provided to unduplicated pupils; and
- C Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A Working with the county child welfare agency to minimize changes in school placement
- B Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A Local priority goals; and
- B Methods for measuring progress toward local goals



APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

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

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



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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001, 20 U.S.C. Sections 6312 and 6314.



APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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



Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016



LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source					2017-18 through 2019-20 Total
	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	
All Funding Sources	595,342.35	484,445.00	625,841.00	606,547.00	606,188.00	1,838,576.00
Common Core Standards Implementation Funds	350,339.00	283,275.00	0.00	0.00	0.00	0.00
Donations	150.00	150.00	150.00	150.00	150.00	450.00
LCFF	2,800.00	2,150.00	2,800.00	2,800.00	2,800.00	8,400.00
Other	135,254.35	99,770.00	582,637.00	563,363.00	563,004.00	1,709,024.00
Prop 39	3,000.00	3,000.00	0.00	0.00	0.00	0.00
SB 740	16,141.00	8,500.00	0.00	0.00	0.00	0.00
Special Education	50,000.00	39,600.00	0.00	0.00	0.00	0.00
	37,658.00	48,000.00	40,234.00	40,234.00	40,234.00	120,702.00

* Totals based on expenditure amounts in goal and annual update sections



Object Type	Total Expenditures by Object Type				
	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20
All Expenditure Types	595,342.35	484,445.00	625,841.00	606,547.00	606,188.00
0000: Unrestricted	150.00	150.00	1,000.00	0.00	0.00
0001-0999: Unrestricted; Locally Defined	2,800.00	650.00	1,800.00	2,800.00	2,800.00
1000-1999: Certificated Personnel Salaries	0.00	39,600.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	418,102.00	334,525.00	351,892.00	358,730.00	362,217.00
4000-4999: Books And Supplies	48,424.35	64,960.00	193,919.00	197,397.00	199,172.00
5000-5999: Services And Other Operating Expenditures	37,125.00	7,600.00	29,150.00	11,765.00	12,018.00
5800: Professional/Consulting Services And Operating Expenditures	77,141.00	24,080.00	41,830.00	26,961.00	27,481.00
5900: Communications	6,000.00	8,080.00	0.00	2,500.00	2,500.00
	5,600.00	4,800.00	6,250.00	6,394.00	0.00
					12,644.00

* Totals based on expenditure amounts in goal and annual update sections.



Object Type	Funding Source	Total Expenditures by Object Type and Funding Source				
		2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2018-20
All Expenditure Types	All Funding Sources	595,342.35	484,445.00	625,841.00	606,547.00	606,188.00
	Common Core Standards Implementation Funds	150.00	150.00	0.00	0.00	0.00
	Donations	0.00	0.00	1,000.00	0.00	0.00
00000: Unrestricted	Donations	2,800.00	650.00	1,800.00	2,800.00	2,800.00
0001-0999: Unrestricted Locally Defined	SB 740	0.00	39,600.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		350,339.00	283,275.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	30,105.00	3,250.00	311,658.00	318,496.00	321,983.00
1000-1999: Certificated Personnel Salaries	Special Education	37,658.00	48,000.00	40,234.00	40,234.00	40,234.00
2000-2999: Classified Personnel Salaries	LCFF	48,424.35	64,960.00	193,919.00	197,397.00	199,172.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	0.00	150.00	150.00	150.00
4000-4999: Books And Supplies	Donations	0.00	1,500.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	37,125.00	6,100.00	29,000.00	11,615.00	11,868.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,000.00	12,580.00	41,830.00	26,961.00	27,481.00
5000-5999: Services And Other Operating Expenditures	Other	3,000.00	3,000.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Prop 39	16,141.00	8,500.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	SB 740	50,000.00	0.00	0.00	0.00	0.00
5800- Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00	8,080.00	0.00	2,500.00	2,500.00
5900: Communications	LCFF	5,600.00	4,800.00	6,250.00	6,394.00	0.00
						12,644.00

* Totals based on expenditure amounts in goal and annual update sections.



Goal	Total Expenditures by Goal		
	2017-18	2018-19	2019-20
Goal 1	105,150.00	75,265.00	75,893.00
Goal 2	485,391.00	495,982.00	494,995.00
Goal 3	35,300.00	35,300.00	35,300.00
			256,308.00
			1,476,368.00
			105,900.00
			256,308.00 through 2019-20 Total

* Totals based on expenditure amounts in goal and annual update sections.