

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

LEA: Yuba Environmental Science Charter Academy    Contact (Name, Title, Email, Phone Number): Katheryn Smith, Principal Director, ksmith@yescharteracademy.org, (530)692-2210    LCAP Year: 2014-2015

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

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

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

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

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

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

### **State Priorities**

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

#### A. Conditions of Learning:

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

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

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

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

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

#### B. Pupil Outcomes:

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

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

C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

**Section 1: Stakeholder Engagement**

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

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>1. All stakeholders were invited to a public hearing during the Council of Directors meeting to provide input and guidance into goal areas and need identification. Stakeholders were invited to participate in a series of 3 special facilitated meetings to define roles and responsibilities of each stakeholder in the operations and decision making of the school. Stakeholders were invited to participate in the Academic Committee to advise the school on academic program implementation.</p> <p>2. The timelines for inclusion began in February with the community meetings. Ongoing Academic Committee meetings will be held monthly to monitor and support progress on goals.</p> <p>3. Stakeholders used state testing data, parent and teacher anecdotal feedback, attendance records, and SARC data for needs assessment.</p> <p>4. Specific needs related to teacher training and the middle school age students were added to the goals after anecdotal feedback from stakeholders.</p> <p>5. Stakeholders were sent automated calls inviting them to attend the meetings, meeting notices were publicly posted online and in a public place at the school, all parents were required to sign a parent involvement form upon enrolling their students.</p> <p>6. Parent coordinators are being identified to facilitate committees to identify and support student needs in partnership with faculty, staff, and Council of Directors.</p>	<p>1. The matrix will be adopted by the Council of Directors as a governing tool using the stakeholder input. Academic Committee included teachers, administrator, parents, and Council members who assisted in identifying areas of need.</p> <p>2. Stakeholders collaboratively discussed school and student needs and identified the need to meet regularly to support goals.</p> <p>3. Needs were clear and agreed upon by parties involved.</p> <p>4. Goals were added to address teacher training and middle school progress.</p> <p>5. Parents have attended meetings more often and been more engaged during the meetings. Please note that sub-group identification is limited to low socio-economic status due to not having adequate numbers of students in other sub groups.</p> <p>6. Collaborative committees are forming.</p>

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
STRATEGIC GOAL 1: <i>Conditions of Learning</i> : 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.								
Metrics: 1. Use FIT and Prop 39 evaluations via the Parent/Council of	1. Improve energy efficiency of buildings and update facilities to improve student learning	All	All		1. Complete energy audit and identify areas of need.	1. Seek proposals and create plan of renovation. Begin renovation.	1. Complete phase 1 of renovation and repairs.	Conditions of Learning 1, 2, 7 Pupil Outcomes 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Directors Facilities Committee to evaluate and plan for needs of facilities</p> <p>2. Implementation of State Standards as measured by an implementation and observation tool or protocol to be created in year 1 and purchase of CCCS aligned curriculum.</p>	<p>environments.</p> <p>2. Update curriculum, technology, and teaching strategies in all academic areas to better meet CCCS.</p>				<p>2. Obtain purchase proposals, review curriculum with Teaching and Administrative Staff, Academic Committee, and Council of Directors. Select texts for adoption. 100% of classrooms</p>	<p>2. Begin purchase phases to update curriculum and equipment in ELA, Math, Science, and technology so that 50% of curriculum and technology is implemented.</p>	<p>2. Complete purchase and implementation phase so that 100% of classes have updated curriculum in ELA, Math, Science, and Technology.</p>	<p>Engagement 3, 5, 6, 8</p> <p>Conditions of Learning 1, 2</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
3. All teachers will increase their Common Core Standard and Environmental Science/Scientific Method of Inquiry Knowledge and skill set by attending 25 hours of professional development annually.	3. Improve instructional practice through professional development of teachers in the areas of CCCS and Environmental Science in the Classroom				display standards.  3. All certificated staff will participate in 25 hours of professional development annually, using goals set at beginning of year conferences to identify areas of individual development.	3. All certificated staff will participate in 25 hours of professional development annually, using goals set at beginning of year conferences to identify areas of individual development.	3. All certificated staff will participate in 25 hours of professional development annually, using goals set at beginning of year conferences to identify areas of individual development.	



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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
STRATEGIC GOAL 2: <i>Pupil Outcomes</i> - 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.								
1. Measured by:  Student Benchmarks  SBAC Testing  API  CELDT and RFEP  Content Area Grades		All, low socio-economic status subgroup	All		1. Students will increase use and fluency with the scientific method to address and solve problems in all academic subjects resulting in 70% of students applying scientific methodology to academic subjects.	1. Students will increase use and fluency with the scientific method to address and solve problems in all academic subjects resulting in 80% of students applying scientific methodology to academic subjects.	1. 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.	Pupil Outcomes 4, 8 Engagement 5, 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
2. Increase performance of students at risk of retention or referral as identified by the Academic Teaching team using benchmark scores, CST/SBAC scores, and teacher assessments and observations.					2. Identified students will increase performance in academic areas by no less than 5% annually.	2. Identified students will increase performance in academic areas by no less than 5% annually.	2. Identified students will increase performance in academic areas by no less than 5% annually.	
3. Improve student engagement, behavior, and independent learning as measured by student behavior records, attendance		All	All		Students will use technology in the classroom at least once per week.  Students will give one formal	Students will use technology in the classroom at least twice per week.  Students will give two formal	Students will use technology in the classroom at least three times per week.  Students will give three formal	<b>Pupil Outcomes 4, 5</b> <b>Engagement 5, 6</b> <b>Locally Identified Outcome</b>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
records and grades. Middle school students will engage in self-directed learning, increase presentation skills, and take leadership in the school.					presentation per year.  Students will decrease behavior referrals resulting in suspensions by 5%.	presentations per year.  Students will decrease behavior referrals resulting in off campus suspensions by 5% from the previous year.	presentations per year  Students will decrease behavior referrals resulting in on and off campus suspensions by 5% from the previous year.	
STRATEGIC GOAL 3: <i>Engagement</i> - 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.								
1. Increase Parent volunteer hours to 70% of parents participating as measured by parent volunteer log in binder.		All	All		Parents will begin to provide input and support to student programs at a 50% participation	Parents will begin to provide input and support to student programs at a 60% participation	Parents will begin to provide input and support to student programs at a 70% participation	Engagement 3, 5, 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					level, increasing community engagement, learning opportunities, and support for students in and outside of the school house.	level, increasing community engagement, learning opportunities, and support for students in and outside of the school house.	level, increasing community engagement, learning opportunities, and support for students in and outside of the school house.	
2. Increase ADA to 97% as measured by attendance records.		All, Low socio economic status subgroup	All		Student attendance rate will reach 94% ADA, improving student access to instruction.	Student attendance rate will reach 95% ADA, improving student access to instruction.	Student attendance rate will reach 96% ADA, improving student access to instruction.	Engagement 3, 5, 6

**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1-3.	Conditions of Learning 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 3, 5, 6	Use funds to retrofit energy efficient units to the building and repair/renovate existing building facilities	School Wide		Funding Amount: \$16,141  Funding Source: Prop 39	Funding Amount: \$16,141, \$10,000  Funding Source: Prop 39, SB 740	Funding Amount: \$10,000  Funding Source: SB 740
		Purchase/obtain materials aligned with the CCCS standards	School Wide		Funding Amount: \$8000.00  For ELA Curriculum  Funding Source: LCFF	Funding Amount: \$8000  For CCCS aligned curriculum  Funding Source: LCFF	Funding Amount: \$8000  For CCCS aligned curriculum  Funding Source: LCFF
		Standards will be available in every room, for students to see.	School Wide		Funding Amount: \$100 For Copy and laminate costs  Funding Source: LCFF	Funding Amount: \$150 For Copy and laminate costs  Funding Source: LCFF	Funding Amount: \$150 For Copy and laminate costs  Funding Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards	School Wide		Funding Amount: \$350,339  For Highly Qualified Teaching and Administrative Staff  Funding Source: LCFF/Title I/Unrestricted GF	Funding Amount: \$350,339  For Highly Qualified Teaching and Administrative Staff  Funding Source: LCFF/Title I/Unrestricted GF	Funding Amount: \$350,339  For Highly Qualified Teaching and Administrative Staff  Funding Source: LCFF/Title I/Unrestricted GF
		Teacher lesson plans will make reference to the standards being taught.	School Wide				
		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	School Wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		the YES Charter Academy Charter Petition.					
		Students scoring below basic receive extra help from teachers/aides.	School Wide		Funding Amount: \$14826.35  For Paraprofessional Instructional Assistant	Funding Amount: \$14826.35  For Paraprofessional Instructional Assistant	Funding Amount: \$14826.35  For Paraprofessional Instructional Assistant
		Reading Intervention used with identified students	School Wide		Funding Source: LCFF, Special Education, Title I	Funding Source: LCFF, Special Education, Title I	Funding Source: LCFF, Special Education, Title I
		Student groups are identified for additional instructional time, support, and services.	School Wide		Funding Amount: \$20,500  For Special Education/Intervention Teacher  Funding Source: Special Education, Title I, LCFF	Funding Amount: \$20,500  For Special Education/Intervention Teacher  Funding Source: Special Education, Title I,LCFF	Funding Amount: \$20,500  For Special Education/Intervention Teacher  Funding Source: Special Education, Title I, LCFF
		Increased access to technology: 1) Use of computer centers in all	School Wide		Funding Amount: \$4000  Amortized For Lap Top Computers and Internet Service	Funding Amount: \$4000  Amortized For Lap Top Computers and Internet Service	Funding Amount: \$4000  For Lap Top Computers and Internet Service



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		grades 2) Use of video to stimulate interest in topics 3) Use of Internet to locate interactive activities 4) Required presentations in every grade			Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
		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.	School Wide		Funding Amount: \$2500  For paper, copying, postage, all call service, phone service, and personnel time  Funding Source: LCFF	Funding Amount: \$2500  For paper, copying, postage, all call service, phone service, and personnel time  Funding Source: LCFF	Funding Amount: \$2500  For paper, copying, postage, all call service, phone service, and personnel time  Funding Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		The school will maintain a committee with staff, parent and community representatives.	School Wide		Staff time, detailed above.  In Kind donation of time from Parents and Community Members	Staff time, detailed above.  In Kind donation of time from Parents and Community Members	Staff time, detailed above.  In Kind donation of time from Parents and Community Members
		The school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.	School Wide		Funding Amount: \$1500  For Paper, copying, postage, labor  Funding Source: LCFF  Funding Amount: \$1500  For CCCS Aligned Assessment System  Funding Source: LCFF	Funding Amount: \$1500  For Paper, copying, postage, labor  Funding Source: LCFF  Funding Amount: \$1500  For CCCS Aligned Assessment System  Funding Source: LCFF	Funding Amount: \$1500  For Paper, copying, postage, labor  Funding Source: LCFF  Funding Amount: \$1500  For CCCS Aligned Assessment System  Funding Source: LCFF
		Each parent will be invited to at least one parent conference to	School Wide		Staff time, detailed above.	Staff time, detailed above.	Staff time, detailed above.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		discuss the academic program and assessment results.					
		Benchmark Standards are issued to all parents	School Wide		Funding Amount: \$1500  For Paper, copying, postage, labor  Funding Source: LCFF	Funding Amount: \$1500  For Paper, copying, postage, labor  Funding Source: LCFF	Funding Amount: \$1500  For Paper, copying, postage, labor  Funding Source: LCFF
		Increase student daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average.	School Wide		Funding Amount: \$1000  For student attendance incentives  Funding Source: Donations  Funding Amount: \$30,000  For staff follow up, with attendance and Independent Study	Funding Amount: \$1000  For student attendance incentives  Funding Source: Donations  Funding Amount: \$30,000  For staff follow up, with attendance and Independent Study	Funding Amount: \$1000  For student attendance incentives  Funding Source: Donations  Funding Amount: \$30,000  For staff follow up, with attendance and Independent Study

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
		Administrators will participate in professional development training, with a module specifically devoted to CCCS and environmental science.	School Wide		Funding Amount: \$1000  For training fees, travel, consultations, and other expenses  Funding Source: LCFF	Funding Amount: \$1000  For training fees, travel, consultations, and other expenses  Funding Source: LCFF	Funding Amount: \$1000  For training fees, travel, consultations, and other expenses  Funding Source: LCFF
		All teachers will participate in 25 hours per year of professional development related to CCCS and Environmental Science.	School Wide		Funding Amount: \$4000  For training fees, travel, substitute teachers, and other expenses  Funding Source: LCFF	Funding Amount: \$4000  For training fees, travel, substitute teachers, and other expenses  Funding Source: LCFF	Funding Amount: \$4000  For training fees, travel, substitute teachers, and other expenses  Funding Source: LCFF

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be

performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goals 1-3	Conditions of Learning 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 3, 5, 6	For low income pupils: Because we are a charter school and because our low income pupils are such a high percentage of our student population, all actions and services will apply to the whole school.	School Wide		Please see above actions for whole school.	Please see above actions for whole school.	Please see above actions for whole school.
NA, does not meet criteria to be included	NA, does not meet criteria to be included	For English learners: NA, does not meet criteria to be included	School Wide	NA, does not meet criteria to be included	NA, does not meet criteria to be included	NA, does not meet criteria to be included	NA, does not meet criteria to be included
NA, does not meet criteria to be included	NA, does not meet criteria to be included	For foster: NA, does not meet criteria to be included youth	School Wide	NA, does not meet criteria to be included	NA, does not meet criteria to be included	NA, does not meet criteria to be included	NA, does not meet criteria to be included
NA, does not meet	NA, does not meet criteria to	For redesignated fluent English	School Wide	NA, does not meet criteria to	NA, does not meet criteria to	NA, does not meet criteria to	NA, does not meet criteria to

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
criteria to be included	be included	proficient pupils: NA, does not meet criteria to be included		be included	be included	be included	be included

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The increase of funds in 2014-2015 year was calculated based on the unduplicated foster, low income, and EL students is \$70,879.

Services identified above are most effective school wide because as a small independent charter school, the only sub group large enough to pull out is the low income pupil status. Low Income Pupils make up more than 75% of the student population, making it best suited to reach out to the whole school. Identified actions directly address the needs identified by all stakeholders and are consistent with our Charter Petition and LEA Plan.

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

12%, based on unduplicated student counts funding to support services to school wide actions addressing Goals 1-3 above. Services identified above are most effective school wide because as a small independent charter school, the only sub group large enough to pull out is the low income pupil status. Low Income Pupils make up more than 75% of the student population, making it best suited to reach out to the whole school. Identified actions directly address the needs identified by all stakeholders and are consistent with our Charter Petition and LEA Plan.

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