

Introduction:

LEA: Yuba County Office of Education **Contact (Name, Title, Email, Phone Number):** Katheryn Smith, Principal, ksmith@yescharteracademy.org, (530)692-2210 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
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| <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.</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> |

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| <p>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>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> |
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| <p>Annual Update:</p> <p>Stakeholders participated in Road Map meetings to define "What does a YES Charter Academy student/graduate look like?"</p> <p>Meetings included participants from the teachers, support staff, office staff, Council of Directors, and parents. Additionally, an Academic Committee consisting of a parent, a local business person, a retired teacher and mentor teacher of the staff and principal was formed and met periodically to set agendas and follow up with items discussed at the Road Map meetings. Meetings were held on:</p> <p>September 11, 2015 December 1, 2015 January 22, 2016 February 19, 2016 April 7, 2016 April 22, 2016 May 6, 2016</p> | <p>Annual Update:</p> <p>1. SPARRK Behavior Matrix was adopted after several passes of collaborative work to define by consensus the key attributes of a learner and what those attributes would look like in different school based settings such as: the classroom, hallway, bathroom, lunchroom,</p> <p>2. Stakeholders collaboratively developed a set of guidelines for students to aspire to and a timeline and implementation plan to incorporate the guidelines into every setting of the school.</p> <p>3. Identified need for follow up on positive behavior intervention beyond the principal's office, including a flow chart of behavioral choices and corresponding action of staff, and the need for an additional staff member to coordinate both positive intervention with students and positive communication/coordination with families and community.</p> <p>4. Identified need for focus on Academic Progress and specifically need for science program development, teacher training in environmental science strategies, a rigorous CCCS based assessment system, and a pacing guide to better implement the newly adopted Math curriculum.</p> |
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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| GOAL 1: | 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. | Related State and/or Local Priorities: 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 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Environmental Health Focus</u> |
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Identified Need : The building needs to have roof and HVAC replacement/repair. Newly hired staff will need training to implement charter educational goals, newly adopted curriculum needs to be purchased, and the newly updated adopted wellness policy needs to be implemented.

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

LCAP Year 1: 2016-17

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

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1. Select and authorize the repair/replacement of HVAC system units and roof. Obtain Solar Energy Proposals. | School Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 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 |
| 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. | School Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 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 |

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| <p>3. All certificated staff will participate in 25 hours of professional development courses annually, in project based learning, behavioral/character development/support, and/or STEM, using goals set at beginning of year conferences to identify areas of 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</p> | <p>School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Administrative and Teacher participation in professional development courses, including fees, substitute teachers, mileage, and stipends 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3500</p> |
| <p>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 level advancement by the end of the year using the BCOE 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</p> | <p>School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Copies, posters, binders, laminating 5000-5999: Services And Other Operating Expenditures LCFF \$2000</p> |
| <p>Wellness policy goals will be addressed in the classroom and funds made available for purchase of active equipment and environmentally sound supplies in the lunchroom.</p> | <p>School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Sports activity equipment and compostable lunchroom supplies 5000-5999: Services And Other Operating Expenditures Other \$3000</p> |

LCAP Year 2: 2017-18

| <p>Expected Annual Measurable Outcomes:</p> | <p>Building Repairs/Maintenance/Renovation will be completed for a safe, temperate, and comfortable facility. All staff will be trained and highly qualified.</p> | | |
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| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <p>1. Select and authorize the repair/replacement of HVAC</p> | <p>School</p> | <p><input checked="" type="checkbox"/> All</p> | <p>Retrofit energy efficient units to the building 5000-5999:</p> |

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| <p>system units and roof. Obtain Solar Energy Proposals.</p> | <p>Wide</p> | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Services And Other Operating Expenditures Prop 39 \$20,000 Receive bids and select company to repair/renovate existing building roof 5000-5999: Services And Other Operating Expenditures SB 740 \$50,000</p> |
| <p>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.</p> | <p>School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>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</p> |
| <p>3. All certificated staff will participate in 25 hours of professional development courses annually, in project based learning, behavioral/character development/support, and/or STEM, using goals set at beginning of year conferences to identify areas of 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</p> | <p>School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Administrative and Teacher participation in professional development courses, including fees, substitute teachers, mileage, and stipends 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3500</p> |
| <p>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 level advancement by the end of the year using the BCOE 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</p> | <p>School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Copies, posters, binders, laminating 5000-5999: Services And Other Operating Expenditures LCFF \$2000</p> |
| <p>Wellness policy goals will be addressed in the</p> | <p>School</p> | <p><input checked="" type="checkbox"/> All</p> | <p>Sports activity equipment and compostable lunchroom</p> |

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| classroom and funds made available for purchase of active equipment and environmentally sound supplies in the lunchroom. | Wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | supplies 5000-5999: Services And Other Operating Expenditures Other \$3000 |
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LCAP Year 3:

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| Expected Annual Measurable Outcomes: | Building Repairs/Maintenance/Renovation will be completed for a safe, temperate, and comfortable facility. All staff will be trained and highly qualified. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1. Select and authorize the repair/replacement of HVAC system units and roof. Obtain Solar Energy Proposals. | School Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Retrofit energy efficient units to the building 5000-5999: Services And Other Operating Expenditures Prop 39 \$20,000 Receive bids and select company to repair/renovate existing building roof 5000-5999: Services And Other Operating Expenditures SB 740 \$50,000 |
| 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. | School Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 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. All certificated staff will participate in 25 hours of professional development courses annually, in project based learning, behavioral/character development/support, and/or STEM, using goals set at beginning of year conferences to identify areas of individual development. | School Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent | Adminstrative and Teacher participation in professional development courses, including fees, substitute teachers, mileage, and stipends 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3500 |

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| <p>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</p> | | <p>English proficient _ Other Subgroups: (Specify)</p> | |
| <p>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 level advancement by the end of the year using the BCOE 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</p> | <p>School Wide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Copies, posters, binders, laminating 5000-5999: Services And Other Operating Expenditures LCFF \$2000</p> |
| <p>Wellness policy goals will be addressed in the classroom and funds made available for purchase of active equipment and environmentally sound supplies in the lunchroom.</p> | <p>School Wide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Sports activity equipment and compostable lunchroom supplies 5000-5999: Services And Other Operating Expenditures Other \$3000</p> |

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

| | | |
|---------|--|---|
| 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. | Related State and/or Local Priorities: 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 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Environmental Science Focus</u> |
|---------|--|---|

Identified Need : Students will use a rigorous adopted assessment system to provide progress monitoring data for teachers to use to drive instruction.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 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 give three formal presentations per year. Students will decrease behavior referrals resulting in on and off campus suspensions by 5% from the previous year.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| 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. | Whole school | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Hire 5 highly qualified teachers for grades Tk, K, 1, 2, 3, 4, 5, 6, 7, 8 1000-1999: Certificated Personnel Salaries \$350,339 Release time/Meals/Training and Collaboration Time 5000-5999: Services And Other Operating Expenditures LCFF \$2000 |
| 2. 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. | Whole school | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent | Paraprofessional Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF \$14826.35 For Special Education/Intervention Teacher 1000-1999: Certificated Personnel Salaries Special Education \$37,658 Independent Study/Special Education Tutoring Teacher 1000-1999: Certificated Personnel Salaries LCFF \$25,105 |

| | | | |
|---|--------------|---|--|
| | | English proficient _ Other Subgroups: (Specify) | |
| 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 | Whole school | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 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 |
| 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 records, and student led meetings and self-selected goals. | Whole school | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Purchase of rewards for students 0000: Unrestricted Donations \$1500 0.55 FTE Positive Support Intervention Coordinator 2000-2999: Classified Personnel Salaries LCFF \$22658 |

LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | 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 give three formal presentations per year. Students will decrease behavior referrals resulting in on and off campus suspensions by 5% from the previous year. | | |
|--|--|--|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 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 | Whole school | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent | Hire 5 highly qualified teachers for grades Tk, K, 1, 2, 3, 4, 5, 6, 7, 8 1000-1999: Certificated Personnel Salaries \$350,339 Release time/Meals/Training and Collaboration Time 5000-5999: Services And Other Operating Expenditures LCFF \$2000 |

| | | | |
|---|---------------------|--|---|
| <p>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> | | <p>English proficient _ Other Subgroups: (Specify)</p> | |
| <p>2. 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.</p> | <p>Whole school</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Paraprofessional Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF \$14826.35 For Special Education/Intervention Teacher 1000-1999: Certificated Personnel Salaries Special Education \$37,658 Independent Study/Special Education Tutoring Teacher 1000-1999: Certificated Personnel Salaries LCFF \$25,105</p> |
| <p>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</p> | <p>Whole school</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>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</p> |
| <p>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 records, and student led meetings and self-selected goals.</p> | <p>Whole school</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Purchase of rewards for students 0000: Unrestricted Donations \$1500 0.55 FTE Positive Support Intervention Coordinator 2000-2999: Classified Personnel Salaries LCFF \$22658</p> |

| LCAP Year 3: | | | |
|--|--|---|--|
| Expected Annual Measurable Outcomes: | 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 give three formal presentations per year. Students will decrease behavior referrals resulting in on and off campus suspensions by 5% from the previous year. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 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. | Whole school | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Hire 5 highly qualified teachers for grades Tk, K, 1, 2, 3, 4, 5, 6, 7, 8 1000-1999: Certificated Personnel Salaries \$350,339 Release time/Meals/Training and Collaboration Time 5000-5999: Services And Other Operating Expenditures LCFF \$2000 |
| 2. 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. | Whole school | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Paraprofessional Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF \$14826.35 For Special Education/Intervention Teacher 1000-1999: Certificated Personnel Salaries Special Education \$37,658 Independent Study/Special Education Tutoring Teacher 1000-1999: Certificated Personnel Salaries LCFF \$25,105 |
| 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 | Whole school | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 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 |
| Implementation of Positive Behavior Intervention System | Whole | <input checked="" type="checkbox"/> All | Purchase of rewards for students 0000: Unrestricted |

| | | | |
|---|---------------|--|---|
| <p>1. Stewards of the environment, Positive team members, Academic masters, Resourceful, Responsible, Kind (SPARRK) rewards for students</p> <p>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 records, and student led meetings and self-selected goals.</p> | <p>school</p> | <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | <p>Donations \$1500</p> <p>0.55 FTE Positive Support Intervention Coordinator 2000-2999: Classified Personnel Salaries LCFF \$22658</p> |
|---|---------------|--|---|

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

| | | |
|---------|--|---|
| GOAL 3: | 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. | Related State and/or Local Priorities: 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 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Environmental Education Focus</u> |
|---------|--|---|

Identified Need : Parent participation is not at the level we would expect, although we could be at a higher rate than we are documenting due to inadequate tracking procedures. Attendance could be better and parents would like options if they cannot make it to school sometimes.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 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 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.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| 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. Hire parent coordinator, .5 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 | Whole school | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 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 \$4525 0.5 FTE parent coordinator 2000-2999: Classified Personnel Salaries LCFF \$10,940 |

| | | | |
|---|--------------|--|---|
| community service projects | | | |
| Increase student daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average. | Whole school | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Student attendance incentives 0000: Unrestricted Donations \$1000 For staff follow up, with attendance and Independent Study 1000-1999: Certificated Personnel Salaries LCFF \$5,000 |

LCAP Year 2: 2017-18

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | 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. |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|---|---|--|
| 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. Hire parent coordinator, .5 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 | Parents will begin to provide input and support to student programs at a 70% participation level, increasing community engagement, learning opportunities, and support for students in and outside of | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Paper, copying, postage, all call service, phone service, and personnel time 4000-4999: Books And Supplies 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 5000-5999: Services And Other Operating Expenditures LCFF \$4525 0.5 FTE parent coordinator 2000-2999: Classified Personnel Salaries LCFF \$16000 |

| | | | |
|--|---|--|--|
| | <p>the school house. Maintain parent volunteer hours at minimum 70% participation as measured by the parent volunteer log</p> | | |
| <p>Increase student daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average.</p> | <p>Student attendance rate will reach 96% ADA, improving student access to instruction .</p> | <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Student attendance incentives Donations \$1000 For staff follow up, with attendance and Independent Study 1000-1999: Certificated Personnel Salaries LCFF \$30,000</p> |
| | | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |

| LCAP Year 3: | | | |
|--|--|--|---|
| Expected Annual Measurable Outcomes: | 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 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. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <p>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.</p> <ol style="list-style-type: none"> 1. Maintain parent volunteer hours at minimum 70% participation as measured by the parent volunteer log 2. Hire parent coordinator, .5 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 | Whole school | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Paper, copying, postage, all call service, phone service, and personnel time 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2500</p> <p>The school will maintain a committee with staff, parent and community representatives. 0000: Unrestricted Donations \$300</p> <p>Paper, copying, postage, labor 4000-4999: Books And Supplies LCFF \$1500</p> <p>CCCS Aligned Assessment System- MasteryConnect 4000-4999: Books And Supplies LCFF \$4525</p> <p>0.5 FTE parent coordinator 2000-2999: Classified Personnel Salaries LCFF \$10,940</p> |
| <p>Increase student daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average.</p> | Whole school | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Student attendance incentives Donations \$1000</p> <p>For staff follow up, with attendance and Independent Study 1000-1999: Certificated Personnel Salaries LCFF \$5,000</p> |

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

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

| | | | |
|--|--|--|--|
| Original GOAL 1 from prior year LCAP: | 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. | Related State and/or Local Priorities: 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 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | 1. Seek proposals and create plan of renovation. Begin renovation. 2. Begin purchase phases to update curriculum and equipment in ELA, Math, Science, and technology so that 50% of curriculum and technology is implemented. 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. | Actual Annual Measurable Outcomes: | Energy audit and report was completed. TPS math curriculum was purchased and training and implementation begun. Some staff met training goals and others did not, due to high teacher turn over. |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| 1. Seek proposals and create plan of renovation. Begin renovation. | Budgeted Expenditures Use funds to retrofit energy efficient units to the building and repair/renovate existing building facilities Prop 39 \$16,141 SB 740 \$10,000 | Energy audit has been completed. HVAC and lighting are main areas for improvement to improve energy efficiency. Solar proposals are in process. | Estimated Actual Annual Expenditures Energy audit and recommendation report 5800: Professional/Consulting Services And Operating Expenditures Prop 39 \$1000.00 Replacement of outdoor lighting with LED lights and indoor renovation of rooms to include storage space 5000-5999: Services And Other Operating Expenditures \$8,000 |
| Scope of Service | All | Scope of Service | All |
| X All OR: ----- | | X All OR: ----- | |

| | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>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>Purchase/obtain materials aligned with the CCCS standards LCFF \$8000</p> <p>Standards will be available in every room, for students to see. LCFF \$150</p> | <p>State adopted CCCS aligned Math curriculum has been fully purchased for all grade levels.</p> <p>15 Chrome books have been purchased for use in the classroom.</p> <p>NGSS pilot curriculum is available through the updated purchase of the Math curriculum for next year for all grade levels.</p> | <p>Purchase of TPS Math with STEM 4000-4999: Books And Supplies LCFF \$33075.00</p> <p>Purchase of 15 Chrome Books 6000-6999: Capital Outlay LCFF \$16805</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <p>Scope of Service All students, including special populations</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>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.</p> | <p>Staff Training fees 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$3000</p> | <p>4 of 6 teachers met goal through begining teacher induction, Project WET training, online reading instruction certification, and on site mathematics curricular training.</p> <p>Administrator met goal through administrator induction program and mathematics curriculum training.</p> | <p>Training programs including inductions. \$6,987</p> |

| Scope of Service | | Scope of Service | |
|--|--|--|--|
| All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | <p>Considerable savings were found in the energy audit and reporting for recommendations by using the CCC to complete the audit. Report has been reviewed by the board and a plan of implementation of Prop 39 Energy Efficiency Funds has been adopted. Classroom storage renovation and outdoor lighting has resulted in parent and staff feedback that the school has "an improved feel and sense of welcomeness".</p> <p>Math curriculum was adopted, purchased, and implemented in beginning phases in 100% of classrooms and grade levels. Teachers found some difficulty in implementing the many different aspects of the curriculum so a new version will be purchased next year that condenses the resources available into a single teacher manual for each trimester. Additionally, a pacing guide will be implemented to ensure proper pacing of lessons and coverage of standards.</p> <p>Some staff turnover through the year meant some teachers were unable to be replaced and long term substitute teachers were used instead, resulting in 4 of 6 classroom teachers and the administrator completing the 25 hour professional development goal through beginning induction programs, extensive training in the newly adopted TPS Math with STEM curriculum, and other smaller training individualized for each teacher's goals and areas of improvement.</p> | | |

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

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

| | | | |
|--|--|--|--|
| Original GOAL 2 from prior year LCAP: | 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. | Related State and/or Local Priorities: 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 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Use of scientific method of inquiry and environmental science principles</u> | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | 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. 2. Identified students will increase performance in academic areas by no less than 5% annually. 3. Students will use technology in the classroom at least twice per week. Students will give two formal presentations per year. Students will decrease behavior referrals resulting in off campus suspensions by 5% from the previous year. | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| 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. | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| | 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. Students will participate in a well rounded course of study emphasizing environmental science | Grade level and school wide meetings occurred once per month on a student minimum day to examine student case studies, identify areas of need. Teacher lesson plans were submitted weekly by 4/6 teachers online with applicable common core standards identified. Student scientific methodology was | Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF \$293,508 |

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| | <p>and the scientific method of discovery and research in academic content areas, as outlined in the YES Charter Academy Charter Petition. 1000-1999: Certificated Personnel Salaries LCFF \$350,339</p> | <p>measured by science fair rubrics 2/3 through the school year. Areas of need for improvement in specific instruction of concepts were identified. 85% of students scored 3, 4, or 5 on the rubrics.</p> | |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2. Identified students will increase performance in academic areas by no less than 5% annually.</p> | <p>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.</p> <p>For Paraprofessional Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF \$14826.35</p> <p>For Special Education/Intervention Teacher 1000-1999: Certificated Personnel Salaries Special Education \$20,500</p> | <p>90% of students increased reading performance in grades TK-3 Poor academic improvement in grades 4-8. Implementation of school wide enrichment courses and electives for middle school</p> | <p>Paraprofessional Instructional Assistant 2000-2999: Classified Personnel Salaries \$19,212</p> <p>Special Education/Intervention Teacher 2000-2999: Classified Personnel Salaries \$25,000</p> <p>Enrichment Course Instructors 5800: Professional/Consulting Services And Operating Expenditures \$9,000</p> |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p> | |

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| <p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3. Students will use technology in the classroom at least twice per week.</p> <p>Students will give two formal presentations per year.</p> <p>Students will decrease behavior referrals resulting in off campus suspensions by 5% from the previous year.</p> | <p>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</p> <p>LCFF \$4000</p> | <p>.All classrooms had access to laptops, Chrome Books, and/or iPads at least twice per week. Teachers did not implement or fully use this time, especially in grades 2-5. Grades 6-8 participated in computer coding class and film with integrated technology one time each per week from January-June. Students in grade TK-1 participated in iPad use 3 times per week during centers.</p> <p>95% of students presented at least twice formally during the year to peers and/or community.</p> <p>Campus suspensions were reduced by more than 50% from the use of alternative corrections and implementation of positive behavior reinforcement strategies, including adoption and beginning implementation of SPARRK (Stewards of the environment, Positive team members, Academic masters, Responsible, Resourceful, Kind) student attributes.</p> | <p>Services of film teacher, computer coding teacher, education apps, and Mac computer for middle school. LCFF \$5000</p> |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |

| _ Other Subgroups: (Specify) | | | |
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| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <ol style="list-style-type: none"> 1. Following science fair judging, meetings were held with science fair volunteer community judges and teachers to determine areas of weakness and strength in student fluency with the scientific method. From this a focus on middle school was determined necessary and a program for next year was determined using backwards planning so that all students will have a clear understanding of all aspects of the scientific method as measured by the state science fair judges rubric for students in middle and high school grade levels. 2. Reading intervention groups were operating in grades TK-3. Paraprofessional assistants in each classroom for the mornings assisted in group work and the special education teacher scheduled individual tutoring resulting in all students continually moving forward in reading mastery. 90% of students increased reading performance, as evidenced in their report cards based on classroom assessments. Grades 4-8 received enrichment courses from certified professionals, freeing teachers to provide small group and individual instruction to targets at risk students. Because of the great teacher turn over and inadequate time to train substitute teachers in assessments, progress in these grade levels was minimal. Students began supplemental instruction in music, film, computer coding, and conversational Spanish. 3. All students presented their science fair projects to their class and a panel of volunteer community judges who are actively working in fields of science. Additionally students presented to their peers on a variety of topics including projects assigned by their teachers, running for student council, and participating in writing and performing in short films. Classroom time during scheduled technology use was not deemed as productive/valuable by teachers as would be expected. Teacher identified need for more teacher training on education apps as a barrier to student achievement in this area | | |

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

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

| | | | |
|---|--|--|---|
| Original GOAL 3 from prior year LCAP: | 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. | Related State and/or Local Priorities: 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 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Parents will begin to provide input and support to student programs at a 60% participation level, increasing community engagement, learning opportunities, and support for students in and outside of the school house. Student attendance rate will reach 95% ADA, improving student access to instruction. | Actual Annual Measurable Outcomes: | Parent documented participation was 30% according to parent self tracking log in. More participation is known but undocumented for school events, parent conferences and other volunteer work, bringing the estimated total to 50%. Student attendance rate ended the year at 93.4%. |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Parents will begin to provide input and support to student programs at a 60% participation level, increasing community engagement, learning opportunities, and support for students in and outside of the school house. | 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. For paper, copying, postage, all call service, phone service, and personnel time LCFF \$2500 The school will maintain a committee with staff, parent and community representatives. Staff time, detailed above. | Parent self-documented volunteer hours showed a 30% parent participation, but undocumented hours are estimated to be at 50% or better. | Copying to notify parents 4000-4999: Books And Supplies \$2000 Parent coordinator, 10 hours weekly 2000-2999: Classified Personnel Salaries \$4,320 |

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| | <p>In Kind donation of time from Parents and Community Members</p> <hr/> <p>The school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.</p> <p>For Paper, copying, postage, labor LCFF \$1500</p> <p>For CCCS Aligned Assessment System LCFF \$1500</p> <p>Each parent will be invited to at least one parent conference to discuss the academic program and assessment results.</p> <p>Staff time, detailed above.</p> <hr/> <p>Benchmark Standards are issued to all parents</p> <p>For Paper, copying, postage, labor LCFF \$1500</p> | | |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Student attendance rate will reach 95% ADA, improving student access to instruction.</p> | <p>Increase student daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average.</p> | <p>Student attendance at the end of the year was 93.4%</p> | <p>Student award incentives 0000: Unrestricted Donations \$500</p> <hr/> <p>Follow up staff on absences 2000-2999: Classified Personnel Salaries</p> |

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| | <p>For student attendance incentives Donations \$1000</p> <p>For staff follow up, with attendance and Independent Study LCFF \$30,000</p> <p>Administrators will participate in professional development training, with a module specifically devoted to CCCS and environmental science.</p> <p>For training fees, travel, consultations, and other expenses LCFF \$1000</p> <p>All teachers will participate in 25 hours per year of professional development related to CCCS and Environmental Science.</p> <p>For training fees, travel, substitute teachers, and other expenses LCFF \$4000</p> | | <p>\$4,000.</p> |
| <p>Scope of Service All</p> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>2 areas in this portion of the document are located in the wrong area. They will be corrected to the correct areas.</p> <p>Parent participation is lower than desired. Next year we will have a committee chair to specifically recruit parents and specify a staff person to maintain parent volunteer and engagement records. Additionally, more accurate and user friendly tracking methods will be explored.</p> <p>Student attendance rates were expected to increase but staff turn over negatively effected follow up on student absences to</p> | | |

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| | <p>offer parents effective alternatives such as Independent Study for extended absences. Additionally, as a small school sometimes single families with numerous children can have a very large impact on the school attendance rates when a communicable disease is contracted such as head lice that is difficult to cure. The Council opted to maintain a no nit policy and offer Independent Study to students as they are treating this common ailment.</p> |
|--|--|

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|--|----------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$159869 |
| Our percentage of current year minimal proportionality is 25%. Our unduplicated is 79.79%. 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. | |

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

| | |
|---|---|
| 25 | % |
| 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 by purchasing and implementing a system of assessment and pacing guide for STEM based common core aligned mathematics curriculum. | |

Section 4: Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--|---|---------------------------------------|------------|------------|------------|-------------------|
| Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | | 2016-17- Total |
| All Funding Sources | 469,956.35 | 428,407.00 | 595,342.35 | 629,261.35 | 599,201.35 | 1,823,805.05 |
| | 0.00 | 78,519.00 | 350,339.00 | 350,339.00 | 350,339.00 | 1,051,017.00 |
| Common Core Standards Implementation Funds | 3,000.00 | 0.00 | 150.00 | 150.00 | 150.00 | 450.00 |
| Donations | 1,000.00 | 500.00 | 2,800.00 | 2,800.00 | 2,800.00 | 8,400.00 |
| LCFF | 419,315.35 | 348,388.00 | 135,254.35 | 165,314.35 | 135,254.35 | 435,823.05 |
| Other | 0.00 | 0.00 | 3,000.00 | 3,000.00 | 3,000.00 | 9,000.00 |
| Prop 39 | 16,141.00 | 1,000.00 | 16,141.00 | 20,000.00 | 20,000.00 | 56,141.00 |
| SB 740 | 10,000.00 | 0.00 | 50,000.00 | 50,000.00 | 50,000.00 | 150,000.00 |
| Special Education | 20,500.00 | 0.00 | 37,658.00 | 37,658.00 | 37,658.00 | 112,974.00 |

| Total Expenditures by Object Type | | | | | | |
|---|---|---------------------------------------|------------|------------|------------|-------------------|
| Object Type | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | | 2016-17- Total |
| All Expenditure Types | 469,956.35 | 428,407.00 | 595,342.35 | 629,261.35 | 599,201.35 | 1,823,805.05 |
| | 81,291.00 | 11,987.00 | 150.00 | 1,150.00 | 1,150.00 | 2,450.00 |
| 0000: Unrestricted | 0.00 | 500.00 | 2,800.00 | 1,800.00 | 1,800.00 | 6,400.00 |
| 1000-1999: Certificated Personnel Salaries | 370,839.00 | 293,508.00 | 418,102.00 | 443,102.00 | 418,102.00 | 1,279,306.00 |
| 2000-2999: Classified Personnel Salaries | 14,826.35 | 52,532.00 | 48,424.35 | 53,484.35 | 48,424.35 | 150,333.05 |
| 4000-4999: Books And Supplies | 0.00 | 35,075.00 | 37,125.00 | 35,100.00 | 37,125.00 | 109,350.00 |
| 5000-5999: Services And Other Operating Expenditures | 3,000.00 | 8,000.00 | 77,141.00 | 85,525.00 | 81,000.00 | 243,666.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 0.00 | 10,000.00 | 6,000.00 | 3,500.00 | 6,000.00 | 15,500.00 |
| 5900: Communications | 0.00 | 0.00 | 5,600.00 | 5,600.00 | 5,600.00 | 16,800.00 |
| 6000-6999: Capital Outlay | 0.00 | 16,805.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|--|---|---------------------------------------|------------|------------|------------|-------------------|
| Object Type | Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | | 2016-17- Total |
| All Expenditure Types | All Funding Sources | 469,956.35 | 428,407.00 | 595,342.35 | 629,261.35 | 599,201.35 | 1,823,805.05 |
| | | 0.00 | 6,987.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Common Core Standards Implementation Funds | 0.00 | 0.00 | 150.00 | 150.00 | 150.00 | 450.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|--|---|---------------------------------------|------------|------------|------------|-------------------|
| Object Type | Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | | 2016-17- Total |
| | Donations | 1,000.00 | 0.00 | 0.00 | 1,000.00 | 1,000.00 | 2,000.00 |
| | LCFF | 54,150.00 | 5,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Prop 39 | 16,141.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | SB 740 | 10,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0000: Unrestricted | Donations | 0.00 | 500.00 | 2,800.00 | 1,800.00 | 1,800.00 | 6,400.00 |
| 1000-1999: Certificated Personnel Salaries | | 0.00 | 0.00 | 350,339.00 | 350,339.00 | 350,339.00 | 1,051,017.0 0 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 350,339.00 | 293,508.00 | 30,105.00 | 55,105.00 | 30,105.00 | 115,315.00 |
| 1000-1999: Certificated Personnel Salaries | Special Education | 20,500.00 | 0.00 | 37,658.00 | 37,658.00 | 37,658.00 | 112,974.00 |
| 2000-2999: Classified Personnel Salaries | | 0.00 | 52,532.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 14,826.35 | 0.00 | 48,424.35 | 53,484.35 | 48,424.35 | 150,333.05 |
| 4000-4999: Books And Supplies | | 0.00 | 2,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | LCFF | 0.00 | 33,075.00 | 37,125.00 | 35,100.00 | 37,125.00 | 109,350.00 |
| 5000-5999: Services And Other Operating Expenditures | | 0.00 | 8,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Common Core Standards Implementation Funds | 3,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 0.00 | 0.00 | 8,000.00 | 12,525.00 | 8,000.00 | 28,525.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 0.00 | 0.00 | 3,000.00 | 3,000.00 | 3,000.00 | 9,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Prop 39 | 0.00 | 0.00 | 16,141.00 | 20,000.00 | 20,000.00 | 56,141.00 |
| 5000-5999: Services And Other Operating Expenditures | SB 740 | 0.00 | 0.00 | 50,000.00 | 50,000.00 | 50,000.00 | 150,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | | 0.00 | 9,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 0.00 | 0.00 | 6,000.00 | 3,500.00 | 6,000.00 | 15,500.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|----------------|---|---------------------------------------|----------|----------|----------|-------------------|
| Object Type | Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | | 2016-17- Total |
| 5800: Professional/Consulting Services And Operating Expenditures | Prop 39 | 0.00 | 1,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5900: Communications | LCFF | 0.00 | 0.00 | 5,600.00 | 5,600.00 | 5,600.00 | 16,800.00 |
| 6000-6999: Capital Outlay | LCFF | 0.00 | 16,805.00 | 0.00 | 0.00 | 0.00 | 0.00 |

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

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

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

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

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