YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY
(YES CHARTER ACADEMY)

CHARTER PETITION
Exhibit A

“YES to Excellence in Education”

Prepared in compliance with the terms, conditions, and requirements of The Charter Schools Act, Education Code Section 47600, et seq., and related statutes
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Comparison to Similar Schools</td>
<td>3</td>
</tr>
<tr>
<td>ELA</td>
<td>7</td>
</tr>
<tr>
<td>Focus on Fluency</td>
<td>10</td>
</tr>
<tr>
<td>Focus on Writing</td>
<td>15</td>
</tr>
<tr>
<td>Math</td>
<td>16</td>
</tr>
<tr>
<td>Science</td>
<td>19</td>
</tr>
<tr>
<td>Student Behavior Support</td>
<td>23</td>
</tr>
<tr>
<td>Financial</td>
<td>29</td>
</tr>
<tr>
<td>Organization Chart</td>
<td>30</td>
</tr>
<tr>
<td>Local Control Accountability Plan and Annual Update (LCAP)</td>
<td>31</td>
</tr>
</tbody>
</table>
INTRODUCTION

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

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

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

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

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

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

Community members have shown their support for YES by continuing to enroll their children and to volunteer at this school. The first student who attended YES from Kindergarten through 8th grade graduated in June 2017. Many more students are following these footsteps. This is why YES occupies a unique and valued space in the educational landscape of Yuba County. Stakeholders look forward with anticipation to continuing to offer a quality Kindergarten through 8th grade environmental science-focused education in the foothills of Yuba County.
YES Charter Academy students have performed comparably or better than students at similar schools on the CAASPP tests in ELA and in math for the past three years. Listed below are the area schools that students would attend if they didn’t choose to attend YES Charter Academy. A school with over 40% of students who are eligible for free or reduced lunch is considered a high poverty school. YES students performed better than students at Dobbins and Yuba Feather, two schools with rates of socioeconomic disadvantage that are similar to YES Charter Academy. YES students performed comparably to students at Loma Rica, a school with a lower rate of socioeconomic disadvantage than YES Charter Academy. YES students are closing the achievement gap with students at Browns Valley, a school that has the advantage of a 27% socioeconomic disadvantage compared to YES Charter Academy’s 81% socioeconomic disadvantage.

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

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

“Like the new academic standards, the new tests are too fundamentally different from the old exams to make any reliable comparisons between old scores and new.”
YUBA ENVIRONMENTAL SCIENCE
CHARTER ACADEMY

CAASPP ELA Scores 2015

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

<table>
<thead>
<tr>
<th>YES Charter Academy</th>
<th>Dobbins Elementary</th>
<th>Yuba Feather Elementary</th>
<th>Loma Rica Elementary</th>
<th>Browns Valley Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Exceeded</td>
<td>5.00%</td>
<td>5.00%</td>
<td>20.00%</td>
<td>31.00%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>23.00%</td>
<td>28.00%</td>
<td>10.00%</td>
<td>28.00%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>32.00%</td>
<td>17.00%</td>
<td>28.00%</td>
<td>28.00%</td>
</tr>
<tr>
<td>Standard Not Met</td>
<td>40.00%</td>
<td>50.00%</td>
<td>42.00%</td>
<td>14.00%</td>
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</tbody>
</table>

CAASPP Math Scores 2015

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

<table>
<thead>
<tr>
<th>YES Charter Academy</th>
<th>Dobbins Elementary</th>
<th>Yuba Feather Elementary</th>
<th>Loma Rica Elementary</th>
<th>Browns Valley Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Exceeded</td>
<td>6.00%</td>
<td>3.00%</td>
<td>12.00%</td>
<td>31.00%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>19.00%</td>
<td>24.00%</td>
<td>28.00%</td>
<td>30.00%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>33.00%</td>
<td>29.00%</td>
<td>24.00%</td>
<td>28.00%</td>
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<tr>
<td>Standard Not Met</td>
<td>42.00%</td>
<td>58.00%</td>
<td>44.00%</td>
<td>3.00%</td>
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</tbody>
</table>

Source: California Assessment of Student Progress and Progress Reports Database (https://caasp.cde.ca.gov)
CAASPP ELA Scores
2017

Source: California Assessment of Student
Performance and Progress (https://www.cde.ca.gov/ta/tg/ca/ca.asp)

YES Charter Academy
Dobbins Elementary
Yuba Feather Elementary
Loma Rica Elementary
Browns Valley Elementary

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

<table>
<thead>
<tr>
<th>YES Charter Academy</th>
<th>Dobbins Elementary</th>
<th>Yuba Feather Elementary</th>
<th>Loma Rica Elementary</th>
<th>Browns Valley Elementary</th>
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<tr>
<td>Standard Exceeded</td>
<td>17.46%</td>
<td>0.00%</td>
<td>5.00%</td>
<td>22.64%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>33.33%</td>
<td>4.17%</td>
<td>18.34%</td>
<td>26.42%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>23.81%</td>
<td>45.83%</td>
<td>23.33%</td>
<td>18.86%</td>
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<tr>
<td>Standard Not Met</td>
<td>25.40%</td>
<td>50.00%</td>
<td>53.33%</td>
<td>32.08%</td>
</tr>
</tbody>
</table>

CAASPP Math Scores
2017

Source: California Assessment of Student
Performance and Progress (https://www.cde.ca.gov/ta/tg/ca/ca.asp)

YES Charter Academy
Dobbins Elementary
Yuba Feather Elementary
Loma Rica Elementary
Browns Valley Elementary

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

<table>
<thead>
<tr>
<th>YES Charter Academy</th>
<th>Dobbins Elementary</th>
<th>Yuba Feather Elementary</th>
<th>Loma Rica Elementary</th>
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<td>14.29%</td>
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<td>Standard Met</td>
<td>26.98%</td>
<td>8.70%</td>
<td>15.25%</td>
<td>32.08%</td>
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<tr>
<td>Standard Nearly Met</td>
<td>30.16%</td>
<td>30.43%</td>
<td>30.51%</td>
<td>30.19%</td>
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<tr>
<td>Standard Not Met</td>
<td>28.57%</td>
<td>60.87%</td>
<td>47.46%</td>
<td>24.52%</td>
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</table>
YES Charter Academy students have made significant improvement in ELA achievement as evidenced by ELA scores on 2015, 2016, and 2017 CAASPP. The percent of students scoring Standard Exceeded (blue) and Standard Met (green) increased while the percent of students scoring Standard Nearly Met (yellow) and Standard Not Met (red) decreased.

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

Aggregate by District by Grade

Term Tested: District: Yuba Environmental Science Charter Academy
Grouping: None

Reading

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessment/

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Count</th>
<th>Level 1 Count</th>
<th>Level 1 Percent</th>
<th>Level 2 Count</th>
<th>Level 2 Percent</th>
<th>Level 3 Count</th>
<th>Level 3 Percent</th>
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<td>53.8%</td>
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<td>7.7%</td>
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<td>15.4%</td>
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<td>4</td>
<td>21</td>
<td>9</td>
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<td>5</td>
<td>23.8%</td>
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<td>9.5%</td>
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<td>10.5%</td>
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<td>5</td>
<td>41.7%</td>
<td>3</td>
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<td>15.4%</td>
<td>5</td>
<td>38.5%</td>
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<td>23.1%</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>8</td>
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<td>1</td>
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<td>6</td>
<td>60.0%</td>
<td>3</td>
<td>30%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>22</td>
<td>29.3%</td>
<td>24</td>
<td>32.0%</td>
<td>18</td>
<td>24.0%</td>
<td>11</td>
<td>14.7%</td>
</tr>
</tbody>
</table>

32.0% 29.3% 14.7%

Student Profile

READING

Dear Maggie c. J. A
P.O. Box 22509
12345 HIStreet-90-45
Happy Valley, Oregon 97082

Projected Growth Reading: 91st percentile

INFORMAL ASSESSMENT

225*

HIGHLIGHTS

Compared to national norms, Maggie is above average in reading comprehension. Her reading skills are strong, and her comprehension skills are excellent.

Comparisons

81st percentile

INFORMAL ASSESSMENT

COMPARISONS

GROWTH GOALS

<table>
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<tr>
<th>Winter 2018</th>
<th>226 (81)</th>
<th>225</th>
<th>81st</th>
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</table>

Winter 2018

Suggested Areas of Focus

INSTRUCTIONAL AREAS

| Mathematics Composition:
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>208 Suggested Areas of Focus</td>
</tr>
<tr>
<td>231 Informational Text</td>
</tr>
<tr>
<td>234 Vocabulary Acquisition and Use</td>
</tr>
</tbody>
</table>

Part Goal:

There are no specific goals for this student.
YES Council of Directors, administration, and staff have chosen to continue with the CCSS (Common Core State Standards) aligned ELA curriculum that is in place because of the positive direction student achievement is moving in ELA. In order to ensure that students continue progress toward academic mastery, YES Charter Academy has begun two initiatives, Focus on Fluency and Focus on Writing. These two initiatives are not new curriculum. They are practices that focus and refine work that is already being done at YES Charter Academy.

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

*MAP Reports – Reading/Language Arts

Previous page top: Grades 3-8, 1st trimester report in reading
Previous page bottom: Sample report of individual student in reading
Current page: Sample report of individual student in Language Arts
FOCUS ON FLUENCY

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

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

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

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

The staff identified three additional sources of targeted instruction, the Learning Center teacher, the Kindergarten teacher, and an experienced, trained volunteer tutor under the direction of the 1-2 teacher. Students were placed in intervention groups based upon reading deficits as identified by a phonics screening. Students with an IEP received core reading instruction daily from the Learning Center teacher. Some students who did not have an IEP also received daily Learning Center instruction under the RtI model. Two students who were missing letter/sound correspondence spent part of the core morning ELA instructional time in the Kindergarten class receiving this instruction. Some students received small group instruction from the Kindergarten teacher two afternoons a week. Tutoring from the volunteer took place two afternoons a week in the in the 1-2 classroom.
Students receiving fluency instruction were monitored during the first trimester in order to adjust fluency groups and instruction as needed. All 1st and 2nd grade students were fluency tested at the close of the first trimester in November 2017. The initial results of the Focus on Fluency Initiative are shown in the chart below. The results show all 1-2 students increased in fluency from an average of 35.3 words per minute (wpm) to an average of 62.2 wpm or an increase of 142%. In the intervention group students showed an increase of an average of 14.2 wpm to an average of 41.1 wpm or an increase of 233%. Non-intervention students showed an increase of an average of 52.8 wpm to an average of 80.5 wpm or an increase of 66%.
Individual student scores are indicative of individual progress toward the words per minute fluency goal. These results will inform decisions for reading fluency grouping and instruction during the second trimester. Staff is encouraged that targeted fluency instruction resulted in measurable gains in reading fluency for all students who received it. These results are used to refocus reading fluency instruction with a goal that all students read fluently as per their grade level standard by the end of the third trimester.
Fluency practice through the AR program and fluency testing, analysis, and purposeful allocation of teaching resources will be part of the ongoing cycle of instruction at YES Charter Academy. The high correlation between reading fluency and ELA achievement makes reading fluency a focus that will support high levels of student achievement as students build their capacity as fluent readers.
FOCUS ON WRITING

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

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

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

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

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

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

YES Charter Academy supports teachers as they develop writing instruction and evaluation. Teachers use a CCSS aligned writing curriculum and set aside paid time for Professional Development (PD) in writing. PD includes but is not limited to discussion of research-based professional literature and instruction from experts in the field. Teachers work with colleagues to develop instructional methods, writing rubrics, and cross curricular writing opportunities. YES Charter Academy revisits writing instruction and assessment throughout the year in a cycle of writing instruction improvement.
Math is highlighted in YES Charter Academy’s 2017 LCAP under the category of Greatest Needs. “Mathematics Steps Planned: Staff Development and implementation of newly adopted and purchased California standards-aligned mathematics program.”

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

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

Student performance on teacher created math assessments and on the 2016-17 math portion of the CAASPP indicated that modified math instruction resulted in improved student achievement. The percent of students scoring Standard Exceeded (blue) and Standard Met (green) increased while the percent of students scoring Standard Nearly Met (yellow) and Standard Not Met (red) decreased.
At the start of the 2017-18 school year YES Charter Academy adopted Go Math as its K through 8 math curriculum. The principal/superintendent hired Thomas McLennan to teach 7th and 8th grade math and to deliver math professional development to the staff. In his initial professional development, Mr. McLennan gave an overview of math Common Core State Standards and best practices in teaching math. Staff broke into teams for grade level specific introduction to the Go Math curriculum by Mr. McLennan in the upper grades and Ms. Miller, principal, in the lower grades. In subsequent professional development McLennan and Miller facilitated teacher practice of effective use of Go Math curriculum to teach common core math standards. Math professional development will continue to be part of the instructional cycle at YES Charter Academy.

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

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

*MAP Reports – Math

Next page top: Grades 3-8, 1st trimester report in math
Next page bottom: Sample report of individual student in math
Projected Proficiency Summary Report

Mathematics

Projected to: Smarter Balanced Assessment Consortium taken in spring

View Linking Study: https://www.mwea.org/resources/firing-the-smarter-balanced-assessments-to-mwea-map-assessment/

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Count</th>
<th>Level 1 Count</th>
<th>Level 2 Count</th>
<th>Level 3 Count</th>
<th>Level 4 Count</th>
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<td>Total</td>
<td>75</td>
<td>31</td>
<td>27</td>
<td>12</td>
<td>5</td>
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</tbody>
</table>

43.3% is the percentage of students at Level 1.

Mathematics: Further analysis could benefit from focus in the Real and Complex Number Systems. Visit for more details about which skills and concepts she is ready to learn.

Compared to her overall score, a strength in Geometry. Are you ready to take advantage of this strength after this learning opportunity?

**COMPARISONS**

51st percentile

51st Percentile

Level 2

Smart Balanced Assessment Consortium
Passed the 2017-2018 NWEA MAP.

**INSTRUCTIONAL AREAS**

207

The Real and Complex Number Systems

220

Operations and Algebraic Thinking

224

Statistics and Probability

226

Geometry

36%

219

222 (C-)

219

**GROWTH GOALS**

2018-2019 School Year

222 (C-)

Past Goals:

There are no previous goals for this student.
Environmental science figures prominently in YES Charter Academy’s 2017 LCAP Goal 3, “Engagement – increase student and stakeholder engagement to maintain a community-based public charter school serving the needs of the Yuba Foothills Communities with a focus in Environmental Science, Project-Based/Hands on Learning Activities, and incorporating the Scientific Method of Inquiry.”

According to the California Department of Education website, [https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp](https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp);

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

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

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

YES Charter Academy initiated a talent search that resulted in the hiring of a highly qualified science teacher. The new science teacher, Deborah Burdette, hired at the beginning of the 2017/2018 school year holds a Master of Science in Education with a Curriculum minor. Besides coursework in Physical Science and Biology, she has completed courses in Nature Study, Teaching Science in Elementary School, Field Trips for Environmental Education, and Curriculum Science/Health Education. She is certified in Project Wet, Project Wild, and Project Learning Tree,
curricula named in YES Charter Academy Charter Petition, Element 1, Section G. She helped pilot and coordinate four community gardens, including the Marysville Community Garden.

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

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

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

Figure 1. Community Service 9-19-2017 South Yuba River Citizens League (SYRCL) waterways clean up. YES students study native trees by making bark rubbings.
<table>
<thead>
<tr>
<th>Environmental Problem</th>
<th>Science Investigations</th>
<th>School Collaboration</th>
<th>Community Collaboration</th>
<th>Final Product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades TK-K</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do pollinators and flowering plants interact?</td>
<td>Grow flowering plants</td>
<td>TK-K Teacher - Present lessons on pollinators and plants</td>
<td>Local Beekeeper - Assembly on beekeeping</td>
<td>Class Portfolio of flower project and pollinator projects</td>
</tr>
<tr>
<td>How does pollination sustain people?</td>
<td>Raise butterflies in the classroom</td>
<td>Master Gardener - Grow flowers in the school garden and TK-K grounds</td>
<td>Local Honey Packager - Honey Tasting</td>
<td></td>
</tr>
<tr>
<td>What can we do to support pollinators?</td>
<td>Maintain a Native bee house outdoors</td>
<td>School Maintenance - Prepare flower beds</td>
<td>Local Farmer - Field trip</td>
<td></td>
</tr>
<tr>
<td><strong>Grades 1-2</strong></td>
<td>Harvest, thresh, and grind wheat</td>
<td>1-2 Classroom Teacher - Read Little Red Hen, Producers and Consumers Unit</td>
<td>Bishops Hamburger Farm - Growing and processing of foods for hamburger lunch</td>
<td></td>
</tr>
<tr>
<td>How do people grow and process food?</td>
<td>Bake Bread</td>
<td>Master Gardener - Grow and harvest wheat, fruits, vegetables</td>
<td>Stephens Farmhouse - Growing and processing of foods for fruit pie</td>
<td></td>
</tr>
<tr>
<td>How do people use natural resources for food production?</td>
<td>Dehydrate fruits and vegetables</td>
<td>Cafeteria Manager - Learn where foods served in cafeteria come from</td>
<td>Mushroom Farm - Growing and processing of mushrooms</td>
<td></td>
</tr>
<tr>
<td>How do people interact with natural systems?</td>
<td>Make fruit leather and vegetable soup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades 3-4</strong></td>
<td>Research and write a report on a native plant including common name, science name, interaction with natural environment including animals, use by local Maidu Indians</td>
<td>3-4 Teacher - Teach lessons on native plants, school site mapping</td>
<td>Orlove Fish Hatchery, Native Plant Garden, and Maidu Presentation</td>
<td>YES Charter Academy Native Plant Trail</td>
</tr>
<tr>
<td>How do humans live sustainably in the natural environment?</td>
<td>Develop Native Plant Trail and signage at 10 acre school site</td>
<td>Indian Ed Teacher - Identify native plants and Native people’s use of plants</td>
<td>Burt Young - Collins Lake trout planting field trip</td>
<td>Class produced guide book, map, and signage for Native Plant Trail</td>
</tr>
<tr>
<td>How does human activity impact the plants and animals in the natural environment?</td>
<td>Develop map and key of plants of Native Plant Trail</td>
<td>Maintenance - Mow for trail. Bring in wood chips for trail.</td>
<td>Mike Hatherly - Author of local Native Flower Field Guide, assembly</td>
<td></td>
</tr>
<tr>
<td>How are plants and animals adapted to the natural environment?</td>
<td></td>
<td>Master Gardener - Care for native plant seedlings</td>
<td>Jeff Swindel - Caltrans native plant restoration specialist - donations of plants</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent Volunteer - Propagate Milkweed seeds for planting along trail</td>
<td>Red Bud Garden Club - Donations of milkweed seeds</td>
<td></td>
</tr>
<tr>
<td>Environmental Problem</td>
<td>Science Investigations</td>
<td>School Collaboration</td>
<td>Community Collaboration</td>
<td>Final Product</td>
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</tbody>
</table>
| Grades 5-6            | • How can farmers maintain healthy soils for sustainable agriculture?  
                         • How do natural systems such as soil invertebrate life cycle sustain human life?  
                         • Design a worm bin and raise worms in the classroom  
                         • Maintain raised beds in school garden.  
                         • Investigate soil invertebrates under microscope  
                         • Research to make power point report about function of soil invertebrates  
                         • 5-6 teacher - Teach worm bin design and maintenance lessons  
                         • Custodian - Work with environmental stewards to sort cafeteria waste food and compostable food trays for use in worm bins.  
                         • Master Gardener - Care and rotation of compost bins in garden. Use compost in beds  
                         • Photography/Videography Teacher - Learn how to tell one's story using photos/video.  
                         | • South Yuba River Citizens League (SYRCL) - Great Water Assembly  
                         • Shady Creek Outdoor School Naturalist - Garden Class and Pre and Post Wellness Classes  
                         • Recology - Field Trip, Recycling, Land use for disposal  
                         • UC Davis Entomologist - Assembly, Integrated Pest Management  
                         • Water Treatment Plant - Field trip in Nevada City |
| Grades 7-8            | • What is weather? How can it be measured and analyzed?  
                         • What are causes and effects of climate change?  
                         • How does climate affect the natural environment and human life?  
                         • Learn functions and use of school weather station  
                         • Document daily weather patterns on a template  
                         • Transfer data to an excel spreadsheet for later use graphing, comparing and analyzing  
                         • Choose and research individual related research topic  
                         • Make and present research power point report  
                         • 7-8 Math Teacher - Teach use of excel program for recording and analyzing weather data.  
                         • Parent Volunteer Weather Station Specialist - Provide instruction on weather station functions.  
                         • Photography/Videography Teacher – Teach how to tell one’s own story using photos and video.  
                         | • State Capital Field Trip - Meet State Legislator: How to advocate for desired policy.  
                         • South Yuba River Citizens League (SYRCL) Film Festival - How do others use film to tell their story? How can we use film to tell our story?  
                         • Weather Assembly  
                         • STEM Conference – Yuba College 8th Grade girls. Investigate STEM majors and careers.  
                         | • Power Point report  
                         • Portfolio of work  
                         • Project for STEAM fair |
LCAP Strategic Goal 1 Conditions of Learning states in part, “YES Charter Academy will provide a safe and positive learning environment . . . “ The number of suspensions is one way to measure a positive learning environment. The number of suspensions of students from YES Charter Academy have varied from year to year.

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

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

At Yuba Environmental Science Charter Academy the PBIS program goes by the acronym SPARRK which names the characteristics and skills that YES has chosen to focus on. These are Environmental Steward, Positive Team Player, Academic Master, Responsible Citizen, Resourceful, and Kind. Students learn how to demonstrate these characteristics in various situations during the school day. One Tier 1 tool that the PBIS committee developed is the YES Charter Academy Positive Behavior Matrix. Large, professionally produced posters of the Positive Behavior Matrix are prominently displayed around the school (See Appendix 10, “Implementation Plan for SPARRK Behavior Matrix”).
As part of Tier 1 of PBIS teachers, administrators, and classified staff, as well as members of the Council of Directors, take part in teaching and demonstrating SPARRK behaviors and skills. SPARRK behaviors are reinforced through a reward system. All adults on campus are on the lookout for students demonstrating SPARRK behavior and rewarding them with SPARRK certificates. Every day at the morning assembly students recite the school motto and the principal announces the SPARRK focus for the day.

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

Certificates are saved and sent home in a letter so that parents can give students more positive reinforcement for SPARRK behaviors.
Yuba Environmental Science Charter Academy
PO Box 430, 9841 Texas Hill Road, Oregon House, CA 95962
(530) 692-2210
dcampbell@yescharteracademy.org

Dear Family of __________________________,

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

![SPARRK Matrix]

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

Yours in Education,

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

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

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

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

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

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

Students who need more behavior intervention than Tier 2 of PBIS receive individualized attention through Tier 3 of PBIS. They have an individualized behavior contract that is supported by a team of adults. This includes their parents, homeroom teacher, learning center teacher, principal, office staff, and yard duty staff. As needed they are referred to appropriate services. This varies from student to student depending on need and includes, but is not limited to, school
based counseling, referral to Sutter Yuba Behavioral Health Youth Outpatient Services, Urgent Youth Services, Therapeutic Behavioral Services, Children’s System of Care (CSOC), and referral to the California Hope Program.

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

### Yuba Environmental Science Charter
### Charter Petition, Exhibit A (Renewal Feb 2018)

<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
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</tr>
<tr>
<td>State</td>
<td>1,206,714</td>
<td>1,224,039</td>
<td>1,262,112</td>
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<td>Federal</td>
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<td>60,891</td>
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<td>Local</td>
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<td>132,280</td>
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<td><strong>Total Revenue</strong></td>
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<td>1,441,110</td>
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<tbody>
<tr>
<td>Personnel Salaries</td>
<td>440,130</td>
<td>448,931</td>
<td>457,911</td>
<td>467,859</td>
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<td>Classified Salaries</td>
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<td>257,552</td>
<td>265,709</td>
<td>267,063</td>
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<td>Benefits</td>
<td>163,001</td>
<td>167,392</td>
<td>173,884</td>
<td>182,555</td>
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<td><strong>Total Personnel Expenses</strong></td>
<td>855,639</td>
<td>873,975</td>
<td>907,389</td>
<td>917,507</td>
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<td>Books and Supplies</td>
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<td>84,215</td>
<td>88,270</td>
<td>90,578</td>
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<td>Services and Other Operating Expenses</td>
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<td>-436,486</td>
<td>-416,692</td>
<td>-422,968</td>
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<td><strong>Total Operating Expenses</strong></td>
<td>15,650</td>
<td>16,050</td>
<td>13,150</td>
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<td><strong>Total Expenses</strong></td>
<td>1,208,287</td>
<td>1,310,747</td>
<td>1,412,626</td>
<td>1,444,957</td>
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<th><strong>Surplus/(Deficit)</strong></th>
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<tbody>
<tr>
<td>As % of LCFF revenue</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
</tr>
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</table>

<table>
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<th><strong>Beginning Balance</strong></th>
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<tbody>
<tr>
<td>Cash + Net AR/AP</td>
<td>383,072</td>
<td>423,278</td>
<td>460,333</td>
<td>593,496</td>
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<th><strong>Ending Balance</strong></th>
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</thead>
<tbody>
<tr>
<td>As a % of LCFF revenue</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
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### Financial History

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<th>15/16</th>
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<tr>
<td><strong>Revenue</strong></td>
<td>$1,194,607</td>
<td>$1,028,816</td>
<td>$919,116</td>
<td>$846,688</td>
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<td><strong>Expenses</strong></td>
<td>$1,141,984</td>
<td>$905,694</td>
<td>$871,390</td>
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<tr>
<td><strong>Net</strong></td>
<td>$52,623</td>
<td>$133,122</td>
<td>$547,726</td>
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<td><strong>Total Net Assets</strong></td>
<td>$3,543,219</td>
<td>$3,016,964</td>
<td>$3,508,574</td>
<td>$2,209,948</td>
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LOCAL CONTROL ACCOUNTABILITY PLAN AND ANNUAL UPDATE (LCAP)

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Y.E.S. Charter Academy

Contact Name and Title: Louise Miller, Principal/Supervisor

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

2017-20 Plan Summary

THE STORY

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

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

Stewards of the Environment
Positive Team Members
Academic Masters
Resourceful
Responsible Citizens
Kind

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

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

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

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

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

REVIEW OF PERFORMANCE

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

Progress of YES Charter Academy toward LCAP goals:

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

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

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

Strategic Goal 3: Community participation increased in educating the students through guest teachers, elective/enrichment teachers (Garden, Photography, Leather Working, Music and Spanish), community based tutors, and service learning projects as measured by volunteer logs, student participation logs and rubric assessments. ADA increased and a viable Independent Study program developed to address the...
needs of students who cannot attend school person as measured by attendance reporting. Community
engagement increased through field trips, guest speakers and mentors. Parents engaged to join 1 of the 4
charter petition identified standing parent and Council committees. Academic, Facilities, Funding or
Engagement. Parent volunteer hours maintained from a minimum of 70% to 79% participation as
measured by the parent volunteer log (915 parent volunteer hours.)
Parent coordinator hired, .25 FTE. Parent interest survey administered. Volunteers recruited and organized
into standing committees. Recognition and follow up for parent volunteers organized. Potential community
guest teachers screened and trained. Students participated in service learning and community service
projects. Student daily attendance increased to 95% or more average through active follow up
(Independent Study and classroom recognition). attendance awards, teacher incentives and pursuing
solutions for families falling below that average.

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

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

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

**PERFORMANCE GAPS**

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

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

**INCREASED OR IMPROVED SERVICES**

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

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

**BUDGET SUMMARY**

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$858,837.00</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$625,641.00</td>
</tr>
</tbody>
</table>

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

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

$1,267,496. Total Projected LCFF Revenues for LCAP Year
## Annual Update

**LCAP Year Reviewed:** 2016-17

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

### 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.

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
</tr>
<tr>
<td>COE</td>
</tr>
<tr>
<td>LOCAL</td>
</tr>
</tbody>
</table>

### Annual Measurable Outcomes

#### Expected

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

#### Actual

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

### Actions / Services

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

<table>
<thead>
<tr>
<th>Action 1</th>
</tr>
</thead>
</table>

#### Planned


#### Budgeted

- 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

#### Estimated Actual

- Retrofit energy efficient units to the building, 5000-5999: Services And Other Operating Expenditures Prop 39 $50,000
- Receive bids and select company to repair/renovate existing building roof 0001-0999: Unrestricted: Locally Defined SB 740 $39,600

#### Actual

<table>
<thead>
<tr>
<th>Action</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>Purchased California Standards aligned math adoption with science, technology, engineering and math (STEM) focus.</td>
</tr>
<tr>
<td><strong>Budgeted</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Estimated Actual</strong></td>
<td>Purchase/obtain materials aligned with the CCCS standards: 4000-4999: Books And Supplies LCFF $14,666; For Copy and laminate cost: Common Core Standards Implementation Funds $150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>3</th>
</tr>
</thead>
</table>
| **Planned** | All certificated staff will participate in 25 hours of professional development in project-based learning, behavioral/character development/support, and/or STEM, using goals set at beginning of year conferences to identify areas of staff/individual development.  
   a. All certificated staff will provide a training log and copies of certificate of training annually.  
   b. STEM related training will be scheduled at the school site to coincide with student release days |
| **Actual** | All certificated staff participated in 25 hours of professional development in project-based learning, behavioral/character development/support, and/or STEM, using goals set at beginning of year conferences to identify areas of staff/individual development.  
   a. All certificated staff kept a training log.  
   b. STEM related training was scheduled at the school site to coincide with student release days |
| **Budgeted** | Administrative and Teacher participation in professional development courses, including fees, substitute teachers, mileage, and stipends $6000; Professional/Consulting Services and Operating Expenditures LCFF $3500 |
| **Estimated Actual** | Administrative and Teacher participation in professional development courses, including fees, substitute teachers, mileage, and stipends $5600; Professional/Consulting Services and Operating Expenditures LCFF $5,500 |

<table>
<thead>
<tr>
<th>Action</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>Certificated staff members showed evidence of CCCS and environmental education implementation in the classroom with classroom wall hangings, lesson plans, student rubric and assignments, participation in science fair with rubric level</td>
</tr>
</tbody>
</table>
level advancement by the end of the year using the common core implementation rubric as completed by staff members and selected community/parent volunteers. Evaluation by lesson plans. California State Standards Implementation Metric Rubric, classroom rubrics, and science fair participation.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>Copiers, posters, binders, laminating 5000-5999: Services And Other Operating Expenditures LCFF $2000</th>
</tr>
</thead>
</table>

advancement by the end of the year using the common core implementation rubric as completed by staff members and selected community/parent volunteers. Evaluation completed by lesson plans. California State Standards Implementation Metric Rubric, classroom rubrics, and science fair participation. Additionally, environmental education implementation in the classroom was further demonstrated by schoolwide classroom participation in the YES Charter Academy Earth Day celebration.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>ESTIMATED</th>
<th>Copiers, posters, binders, laminating 5000-5999: Services And Other Operating Expenditures LCFF $2000</th>
</tr>
</thead>
</table>

| Action | 5 |

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>PLANNED</th>
<th>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.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>Sports activity equipment and compostable lunchroom supplies 5000-5999: Services And Other Operating Expenditures Other $3000</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>ACTUAL</th>
<th>Wellness policy goals addressed in the classroom and funds used for purchase of active equipment, including five sets of classroom balls, tether ball sets and grant funded ($2500.) kindergarten play equipment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>ESTIMATED</th>
<th>Sports activity equipment and compostable lunchroom supplies 5000-5999: Services And Other Operating Expenditures Other $3000</th>
</tr>
</thead>
</table>

**ANALYSIS**

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

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

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

- Replaced two HVAC systems. Obtained bid for solar energy source building improvement. Initiated June 2017 contract for roof replacement in summer of 2017. Purchased California standards aligned math adoption with science, technology, engineering and math focus. All certificated staff participated in 25 hours of staff development in project based learning, behavioral/character development/support and/or STEM. Staff kept training logs and release days were scheduled to provide an opportunity for staff development. Certificated staff members showed evidence of CCCS and environmental education in the classroom with classroom wall hangings, lesson plans, student rubric and assignment. Wellness policy goals addressed in the classroom.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Budgeted expenditure for roof and actual expenditure are different as the roof replacement has not yet occurred.</td>
<td></td>
</tr>
<tr>
<td>2. Added $2080 to cover new teacher training for Grades 1-2 and Grades 3-4 teachers - $3500 to $5560.</td>
<td></td>
</tr>
</tbody>
</table>

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

Discussion - Board Meeting 5/25/2017 and Stake holder Roadmap meeting - 5/28/2017
Annual Update  
LCAP Year Reviewed: 2016-17

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

**Goal 2**

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

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE: 1  2  3  4  5  6  7  8</td>
</tr>
<tr>
<td>COE: 9  10</td>
</tr>
<tr>
<td>LOCAL: Environmental Science Focus</td>
</tr>
</tbody>
</table>

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

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.

**ACTUAL**

Students increased use and fluency with scientific method to address and solve problems in all academic subjects resulting in 90% of students applying scientific methodology to academic subjects. Identified students increased performance in academic areas by more than 5% annually. Students in all grades K-8 used technology in the classroom at least three times per week. Behavior referrals increased which resulted in a slight increase in on and off campus suspensions from the previous year.

**ACTIONS / SERVICES**

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

**Action 1**

**PLANNED:** Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards.

**ACTUAL:** Teachers regularly examined 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.

**BUDGETED**
- Hire 5 highly qualified teachers for grades TK, K, 1, 2, 3, 4, 5, 6, 7, 8 1000-1999: Certificated Personnel Salaries $390,330
- Release time/Veals/Training and Collaboration Time 5k00-5999: Services And Other Operating Expenditures LCFF $2000

**ESTIMATED ACTUAL**
- Hire 5 highly qualified teachers for grades TK, K, 1, 2, 3, 4, 5, 6, 7, 8 1000-1999: Certificated Personnel Salaries $283,275
- Release time/Veals/Training and Collaboration Time 5k00-5999: Services And Other Operating Expenditures LCFF 5580.

### 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.

**BUDGETED**
- Paraprofessional Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF $14826.35
- 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 $25,165

**ESTIMATED ACTUAL**
- Paraprofessional Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF $31,760
- Special Education/Intervention Teacher 1000-1999: Certificated Personnel Salaries Special Education $46,000.

### 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

**PLANNED**

**ACTUAL**

Access to technology increased:
1. Computer centers used in all grades.
2. Videos used to stimulate interest in topics.
3. Internet used to locate interactive activities.
4. Presentations required in every grade.
5. Training arranged for teachers.
### Actions/Services

#### 6) Set up Google for Education
7) Train teachers in using Google for Education

<table>
<thead>
<tr>
<th>Action</th>
<th>Expenditures</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Google for Education set up.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Expenditures</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hire computer/internet professional to install, maintain, and train staff. $5000-5999. Services And Other Operating Expenditures LCFF $4000</td>
<td></td>
<td>Computer/internet professional hired to install, maintain and train staff. $5000-5999. Services And Other Operating Expenditures LCFF $4800.</td>
</tr>
<tr>
<td></td>
<td>Internet Services $5000. Communications LCFF $5000</td>
<td></td>
<td>Internet Services $5000. Communications LCFF $4800.</td>
</tr>
</tbody>
</table>

#### Implementation of Positive Behavior Intervention System


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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Expenditures</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Purchase of rewards for students $0000. Unrestricted Donations $1500</td>
<td></td>
<td>Purchase of rewards for students $0000-4999. Books And Supplies Donations $1500.</td>
</tr>
<tr>
<td></td>
<td>0.75 FTE Positive Support Intervention Coordinator 2000-2999: Classified Personnel Salaries LCFF $32265</td>
<td></td>
<td>0.75 FTE Positive Support Intervention Coordinator 2000-2999: Classified Personnel Salaries LCFF $18,900.</td>
</tr>
</tbody>
</table>

### Analysis

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

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

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

Teachers regularly examine student work samples at grade level meetings. Teacher lesson plans make reference to the standards being taught. Release days for teachers to collaborate are held on Friday afternoons. Stakeholder Roadmap meetings are held after school at School Council meetings. Students participate in a well-rounded course of study emphasizing environmental science and the scientific method of discovery and research. Students scoring below basic are tutored with a well-designed support system of para professionals, certificated staff, tutors and volunteers. Computer centers are used in all grades and presentations are required in every grade. Internet is used to locate interactive activities and training is...
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Annual Update  LCAP Year Reviewed: 2016-17

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

**Goal 3**

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

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>LOCAL</th>
<th>Environmental Education Focus</th>
</tr>
</thead>
</table>

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

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.

**ACTUAL**

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

**ACTIONS / SERVICES**

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

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td>Parents engaged to join 1 of the 4 charter petition identified standing parent and Council committees: Academic, Facilities, Funding or Engagement.</td>
</tr>
</tbody>
</table>
1. Maintain parent volunteer hours at minimum 70% participation as measured by the parent volunteer log
2. Hire parent coordinator .25 FTE
3. Administer parent interest survey
4. Recruit and organize volunteers into standing committees
5. Organize recognition and follow up for parent volunteers
6. The school will send each parent his/her student’s individual assessment results, with an explanation of how to interpret them.
7. Organize annual calendar
8. Screen and train potential community guest teachers
9. Students participate in service learning and community service projects

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, copying, postage, all call service, phone service, and personnel time $800. Professional/Consulting Services And Operating Expenditures LCFF $2500</td>
<td></td>
</tr>
<tr>
<td>The school will maintain a committee with staff, parent and community representatives: 0000: Unrestricted Donations $300</td>
<td></td>
</tr>
<tr>
<td>Paper, copying, postage, labor 4000-4999: Books And Supplies LCFF $1500</td>
<td></td>
</tr>
<tr>
<td>CCCS Aligned Assessment System-MasteryConnect 4000-4999: Books And Supplies LCFF $1525</td>
<td></td>
</tr>
<tr>
<td>0.5 FTE parent coordinator 2000-2999: Classified Personnel Salaries LCFF $10,940</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, copying, postage, all call service, phone service, and personnel time 3900: Professional/Consulting Services And Operating Expenditures LCFF $2500</td>
<td></td>
</tr>
<tr>
<td>The school will maintain a committee with staff, parent and community representatives: 0000: Unrestricted Donations $300</td>
<td></td>
</tr>
<tr>
<td>Paper, copying, postage, labor 4000-4999: Books And Supplies LCFF $1500</td>
<td></td>
</tr>
<tr>
<td>CCCS Aligned Assessment System-MasteryConnect 4000-4999: Books And Supplies LCFF $1525</td>
<td></td>
</tr>
<tr>
<td>0.5 FTE parent coordinator 2000-2999: Classified Personnel Salaries LCFF $10,940</td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

**Actions/Services**

**PLANNED**
Increase student daily attendance to 96% or more average through active follow up and pursuing solutions for families falling below that average.

**Expenditures**

<table>
<thead>
<tr>
<th>BUDGETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance incentives 0000: Unrestricted Donations $1000</td>
</tr>
<tr>
<td>For staff follow up, with attendance and Independent Study 1000-1999: Classified Personnel Salaries LCFF $5,000</td>
</tr>
</tbody>
</table>

**ACTUAL**

Student daily attendance increased to 96% or more average through active follow up (Independent Study and classroom recognition), attendance awards, teacher incentives and pursuing solutions for families falling below that average.

**Expenditures**

<table>
<thead>
<tr>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance incentives 0000: Unrestricted Donations $350.00</td>
</tr>
<tr>
<td>For staff follow up, with attendance and Independent Study 1000-1999: Classified Personnel Salaries LCFF $3,250.00</td>
</tr>
</tbody>
</table>
### ANALYSIS
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Describe the overall implementation of the actions/services to achieve the articulated goal.</th>
<th>Independent Study provided for students with close monitoring for completion, monthly $100.00 awards to classrooms with highest percentage of student attendance, year end attendance awards and teacher monetary awards for improved student attendance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</td>
<td>In 2015-2016 5.4% of the students received perfect attendance awards - that percentage was increased in 2016-2017 to 21.3% of the students receiving perfect attendance awards. That is a 400% increase. Attendance at year's end averaged 86.71%. Parent volunteer hours increased from 2015-2016 to 2016-2017.</td>
</tr>
<tr>
<td>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</td>
<td>Parent coordinator budgeted expenditure less than estimated actual expenditure due to staff absence from assignment.</td>
</tr>
<tr>
<td>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</td>
<td>Review at Board Meeting 5/25/2017 and Stake holder Road Map meeting on 5/26/2017.</td>
</tr>
</tbody>
</table>
Stakeholder Engagement

LCAP Year

☒ 2017-18 ☐ 2018-19 ☐ 2019-20

INVolVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

Strategic Planning Details and Accountability

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

<table>
<thead>
<tr>
<th></th>
<th>☑ New</th>
<th>☐ Modified</th>
<th>☐ Unchanged</th>
</tr>
</thead>
</table>

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 standards aligned educational learning materials for all students.

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>☑ 1</th>
<th>☐ 2</th>
<th>☐ 3</th>
<th>☐ 4</th>
<th>☐ 5</th>
<th>☐ 6</th>
<th>☐ 7</th>
<th>☐ 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>☑ 9</td>
<td>☐ 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identified Need

Environmental Health Focus

- Appropriately maintained facilities:
  1. Monitor installation and completion of the June 2017 contracted roof replacement.

- Highly qualified teaching and administrative staff:
  2. All new and existing certificated staff will be 100% qualified. The addition of a full-time science teacher was identified by the Council of Directors and faculty as a priority for the 2017-2018 school year.

- Access to state standards aligned educational learning materials for all students:
  3. Staff development for the newly adopted Mathematics curriculum is an identified Stakeholders and School Council of Directors need for 2017-2018. Research and review of standards aligned English Language Arts curriculum is an identified stakeholders and School Council of Directors need for 2017-2018. Staff development in fluency and writing will be provided.

EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Inspection - architect and maintenance staff</td>
<td>Existing roof as of June 2017 is in need of replacement</td>
<td>Excellent roof rating - facility inspection</td>
<td>Safe and positive learning environment</td>
<td>Safe and positive learning environment</td>
</tr>
<tr>
<td>California State Teaching Credentials</td>
<td>100% of existing certificated staff is highly qualified</td>
<td>100% of existing and newly hired certificated staff is highly qualified</td>
<td>Maintain 100% of highly qualified staff</td>
<td>Maintain 100% of highly qualified staff</td>
</tr>
</tbody>
</table>
### PLANNED ACTIONS / SERVICES
Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All ☒</th>
<th>Students with Disabilities ☐</th>
<th>[Specific Student Group(s)] ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>☐ All Schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>☐ LEA-wide</td>
<td>☐ Schoolwide</td>
<td>☐ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>☐ All Schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ New</td>
<td>☐ New</td>
<td>☐ New</td>
</tr>
<tr>
<td>☐ Modified</td>
<td>☐ Modified</td>
<td>☐ Modified</td>
</tr>
<tr>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
</tr>
</tbody>
</table>
The installation and completion of the June 2017 authorized roof replacement will be monitored by school contracted architectural services, the maintenance staff and the Chief Financial Officer of YES Charter Academy.

Continue examination of Solar Energy Proposals and YES Charter Academy will provide a safe and positive learning environment with appropriately maintained facilities.

YES Charter Academy will provide a safe and positive learning environment with appropriately maintained facilities.

<table>
<thead>
<tr>
<th>BUDGETED EXPENDITURES</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$15,000</td>
<td>$15,375</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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

- Students to be Served:
  - All
  - Students with Disabilities:
    - [Specific Student Group(s)]
  - [Specific Grade spans]

- Location(s):
  - All Schools
  - Specific Schools:

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

- Students to be Served:
  - English Learners
  - Foster Youth
  - Low Income

- Scope of Services:
  - LEA-wide
  - Schoolwide

- Location(s):
  - All Schools
  - Specific Schools:

  - Specific Grade spans
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>◼ New ◼ Modified ◼ Unchanged</td>
<td>◼ New ◼ Modified ◼ Unchanged</td>
<td>◼ New ◼ Modified ◼ Unchanged</td>
</tr>
</tbody>
</table>

Implement new certificated teaching position of highly qualified science teacher: Recruit and hire for 2017-2018.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td><strong>Amount</strong></td>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td>$48,000</td>
<td>$48,000</td>
<td>$48,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td><strong>Source</strong></td>
<td><strong>Source</strong></td>
</tr>
<tr>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td><strong>Budget Reference</strong></td>
<td><strong>Budget Reference</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td><strong>Amount</strong></td>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td>$150.00</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td><strong>Source</strong></td>
<td><strong>Source</strong></td>
</tr>
<tr>
<td>Common Core Standards Implementation Funds</td>
<td>Common Core Standards Implementation Funds</td>
<td>Common Core Standards Implementation Funds</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td><strong>Budget Reference</strong></td>
<td><strong>Budget Reference</strong></td>
</tr>
<tr>
<td>4000-4999: Books And Supplies For copy and laminate costs</td>
<td>4000-4999: Books And Supplies For Copy and laminate costs</td>
<td>4000-4999: Books And Supplies For copy and laminate costs</td>
</tr>
</tbody>
</table>

**Action 3**

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

- Students to be Served
  - ◼ All
  - □ Students with Disabilities
  - [Specific Student Group(s)]

- Location:
  - □ All Schools
  - □ Specific Schools:
  - □ Specific Grade spans

OR

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

- Students to be Served
  - □ English Learners
  - □ Foster Youth
  - □ Low Income
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New</td>
<td>☑ New</td>
<td>☑ New</td>
</tr>
<tr>
<td>□ Modified</td>
<td>□ Modified</td>
<td>□ Modified</td>
</tr>
<tr>
<td>☑ Unchanged</td>
<td>☑ Unchanged</td>
<td>☑ Unchanged</td>
</tr>
</tbody>
</table>

1. Provide staff development for the implementation phase of the standards-based California Mathematics adoption so that 100% of the students have updated curriculum with a Science, Technology, Engineering and Math Focus and Environmental Education initiative.
2. Research and review standards aligned English Language Arts curriculum.
3. School wide focus on student fluency and writing with related activities.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$5,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999; Books And Supplies Approved textbooks and core curricula material</td>
<td>4000-4999; Books And Supplies Approved textbooks and core curricula material</td>
</tr>
<tr>
<td>Action</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☑ All</th>
<th>☑ Students with Disabilities</th>
<th>☑ [Specific Student Group(s)]</th>
</tr>
</thead>
</table>

Source: [Image 72x690 to 124x756]
# ACTION/SERVICES

## 2017-18
- New: [ ]
- Modified: [ ]
- Unchanged: [ ]

All certified 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.

## 2018-19
- New: [ ]
- Modified: [ ]
- Unchanged: [ ]

All certified 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.

## 2019-20
- New: [ ]
- Modified: [ ]
- Unchanged: [ ]

## BUDGETED EXPENDITURES

### 2017-18
- **Amount**: $2000
- **Source**: LCFF
- **Budget Reference**: 5000-5999, Services And Other Operating Expenditures, Copies, posters, binders, laminating

### 2018-19
- **Amount**: $2000
- **Source**: LCFF
- **Budget Reference**: 5000-5999, Services And Other Operating Expenditures, Copies, posters, binders, laminating

### 2019-20
- **Amount**: $2000
- **Source**: LCFF
- **Budget Reference**: 5000-5999, Services And Other Operating Expenditures, Copies, posters, binders, laminating
### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to Be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
<th>Specific Student Group(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>All Schools</th>
<th>Specific Schools:</th>
<th>Specific Grade spans:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Students to Be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Scope of Services</th>
<th>LEA-wide</th>
<th>Schoolwide</th>
<th>OR</th>
<th>Limited to Unduplicated Student Group(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>All Schools</th>
<th>Specific Schools:</th>
<th>Specific Grade spans:</th>
</tr>
</thead>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wellness policy goals will be addressed in the classroom and funds made available for purchase of active equipment and environmentally sound supplies.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$5000.</td>
<td>LCFF</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>$5,115.</td>
<td>LCFF</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2019-20</td>
<td>$5,243.</td>
<td>LCFF</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

General student equipment.
Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

Goal 2

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

State and/or Local Priorities Addressed by this goal

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td></td>
<td>9</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td></td>
<td></td>
<td></td>
<td>Environmental Science Focus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State Testing Results</td>
<td>Grades 3-8 Baseline ELA 50% of students exceeded or met state targets in 2017 Grades 3-8 Baseline Math 15% of all students exceeded or met state targets in 2017</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
### Action

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☒ All</th>
<th>☐ Students with Disabilities</th>
<th>☐ [Specific Student Group(s)]</th>
</tr>
</thead>
</table>

| Locations | ☐ All Schools | ☐ Specific Schools | ☐ Specific Grade spans |

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
</table>

| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | ☐ Limited to Unduplicated Student Group(s) |

| Locations | ☐ All Schools | ☐ Specific Schools | ☐ Specific Grade spans |

### Actions/Services

**2017-18**

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.

**2018-19**

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.

**2019-20**

**Budgeted Expenditures**

**2017-18**

**2018-19**

**2019-20**
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5680</td>
<td>LCFF</td>
<td>5000-5999: Services And Other Operating Expenditures Release time/meals/training and collaboration Time and expense.</td>
<td>$5,811</td>
<td>LCFF</td>
<td>5000-5999: Services And Other Operating Expenditures Release time/meals/training and collaboration Time and expense.</td>
</tr>
<tr>
<td>$283,983</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries 5 highly qualified teachers for grades Tk-K, 1-2, 3-4, 5-6, 7-8.</td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Release time/meals/training and collaboration Time and expense.</td>
</tr>
</tbody>
</table>

Action 2

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

- Students to be Served
  - All
  - Students with Disabilities
  - [Specific Student Group(s)]

Location(s)
- All Schools
- Specific Schools
- Specific Grade spans

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

- Students to be Served
  - English Learners
  - Foster Youth
  - Low Income

Scope of Services
- LEA-wide
- Schoolwide
- Limited to Unduplicated Student Group(s)

Location(s)
- All Schools
- Specific Schools
- Specific Grade spans

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students scoring below basic receive extra help from teachers/aides. Reading intervention used with identified students. Student groups are identified for additional instructional time, support, and services. Staff development will be provided by the principal/superintendent - strategies in the use of aides/tutor support to increase the achievement of students with a focus upon combination classes.

<table>
<thead>
<tr>
<th>BUDGETED EXPENDITURES</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Instructional Aide Salaries</td>
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<td>Instructional Aide Salaries</td>
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<tr>
<td>Amount</td>
<td>$48,904</td>
<td>$48,254</td>
<td>$48,943</td>
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<td>LCFF</td>
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<td>Classified Support Salaries</td>
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<td>$40,234</td>
<td>$40,234</td>
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<tr>
<td>Special Education Teacher</td>
<td></td>
<td>Special Education Teacher</td>
<td>Special Education Teacher</td>
</tr>
</tbody>
</table>

Action: 3

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

- All
- Students with Disabilities
- [Specific Student Group(s)]

- All
- Students with Disabilities
- [Specific Student Group(s)]
### ACTIONS/SERVICES

#### 2017-18
- New
- Modified
- Unchanged

- Increased access to technology:
  1. Use of computer centers in all grades
  2. Use of video to stimulate interest in topics
  3. Use of Internet to locate interactive activities
  4. Required presentations in every grade
  5. Arrange training for teachers
  6. Set up Google for Education
  7. Train teachers in using Google for Education

#### 2018-19
- New
- Modified
- Unchanged

- Increased access to technology:
  1. Use of computer centers in all grades
  2. Use of video to stimulate interest in topics
  3. Use of Internet to locate interactive activities
  4. Required presentations in every grade
  5. Arrange training for teachers
  6. Set up Google for Education
  7. Train teachers in using Google for Education

#### 2019-20
- New
- Modified
- Unchanged

### BUDGETED EXPENDITURES

#### 2017-18
- Amount: $4150.
- Source: LCFF
- Budget Reference: 5000-5000: Services And Other Operating Expenditures: Hire computer/internet professional to install, maintain, and train staff
- Amount: $8250.

#### 2018-19
- Amount: $4150.
- Source: LCFF
- Budget Reference: 5000-5000: Services And Other Operating Expenditures: Hire computer/internet professional to install, maintain, and train staff
- Amount: $8394.

#### 2019-20
- Amount: $4150.
- Source: LCFF
- Budget Reference: 5000-5000: Services And Other Operating Expenditures: Hire computer/internet professional to install, maintain, and train staff
- Amount: $6554.
### Action 4

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Students with Disabilities</td>
<td>[Specific Student Group(s)]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

### OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Low Income</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA-wide</td>
</tr>
<tr>
<td>Schoolwide</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Limited to Unduplicated Student Group(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
<tr>
<td>Implementation of Positive Behavior Intervention System 1. Stewards of the environment; Positive team members, Academic masters, Resourceful, Responsible, Kind (SPARRK) rewards for students</td>
<td>Implementation of Positive Behavior Intervention System 1. Stewards of the environment; Positive team members, Academic masters, Resourceful, Responsible, Kind (SPARRK) rewards for students</td>
<td>Implementation of Positive Behavior Intervention System 1. Stewards of the environment; Positive team members, Academic masters, Resourceful, Responsible, Kind (SPARRK) rewards for students</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
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</tr>
<tr>
<td>BUDGETED EXPENDITURES</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Amount</td>
<td>$1500</td>
<td>$1500</td>
</tr>
<tr>
<td>Source</td>
<td>Donations</td>
<td>Donations</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td>Amount</td>
<td>$20,613</td>
<td>$20,613</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>
# Goals, Actions, & Services

**Strategic Planning Details and Accountability**

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

<table>
<thead>
<tr>
<th></th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

## 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.

*Identified Need*

Ongoing parent and school community participation at YES Charter Academy is a school wide goal. We are working hard as a school team to strengthen our parent, volunteer and community partnership.

### Expected Annual Measurable Outcomes

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

### Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All Schools</td>
<td>Specific Schools:</td>
<td>Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>LEA-wide</td>
<td>Schoolwide</td>
<td>OR</td>
</tr>
<tr>
<td>Location(s)</td>
<td>All Schools</td>
<td>Specific Schools:</td>
<td>Specific Grade spans:</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

#### 2017-18

- 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.
- 3. Administrator interest survey.
- 4. Recruit and organize volunteers into standing committees.
- 5. Organize recognition and follow up for parent volunteers.
- 6. The school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.
- 7. Organize annual calendar.

#### 2018-19

- 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.
- 3. Administrator 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.

#### 2019-20

- 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.
- 3. Administrator 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.
<table>
<thead>
<tr>
<th>BUDGETED EXPENDITURES</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$2500</td>
<td>$2500</td>
<td>$2500</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>4000-4999: Books And Supplies Paper, copying, postage, all call service, phone service, and personnel time</td>
<td>5600: Professional/Consulting Services And Operating Expenditures Paper, copying, postage, all call service, phone service, and personnel time</td>
<td>5600: Professional/Consulting Services And Operating Expenditures Paper, copying, postage, all call service, phone service, and personnel time</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Donations</td>
<td>Donations</td>
<td>Donations</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>0000: Unrestricted The school will maintain a committee with staff, parent and community representatives.</td>
<td>0000: Unrestricted The school will maintain a committee with staff, parent and community representatives.</td>
<td>0000: Unrestricted The school will maintain a committee with staff, parent and community representatives.</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$1500</td>
<td>$1500</td>
<td>$1500</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>2000-2999: Classified Personnel Salaries Portion of office staff salary to track attendance and parent involvement</td>
<td>2000-2999: Classified Personnel Salaries Portion of office staff salary to track attendance and parent involvement</td>
<td>2000-2999: Classified Personnel Salaries Portion of office staff salary to track attendance and parent involvement</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New</td>
<td>Modified</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New</td>
<td>Modified</td>
</tr>
</tbody>
</table>

#### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1000</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Source</td>
<td>Donations</td>
<td>Donations</td>
<td>Donations</td>
</tr>
<tr>
<td>Action</td>
<td>Students to be Served</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>All □ Students with Disabilities □ [Specific Student Group(s)]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Budget Reference</th>
<th>Student attendance incentives</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2009: Classified Personnel Salaries</td>
<td>For staff follow up, with attendance and Independent Study</td>
<td>$10,000</td>
<td>LCFF</td>
</tr>
<tr>
<td>2000-2009: Classified Personnel Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- The table above outlines budgeted expenditures and actions to be taken for students to be served. The budget is allocated for student attendance incentives, with specific amounts and sources indicated.


**Demonstration of Increased or Improved Services for Unduplicated Pupils**

<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>2017-18</th>
<th>2016-17</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds:</td>
<td>$129,124.</td>
<td>Percentage to Increase or Improve Services:</td>
<td>25%</td>
</tr>
</tbody>
</table>

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

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

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

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

Addendum

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

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

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

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

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

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52084.5.

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

- Total LEA General Fund Budget Expenditures for the LCAP Year: This amount is the LEA’s total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for that activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/acsa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for
the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

**Annual Update**

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

* For example, for LCAP year 2017/18 — 2018/19 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

**Annual Measurable Outcomes**

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

**Actions/Services**

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

**Analysis**

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

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

**Stakeholder Engagement**

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

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

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

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

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

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

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

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

**Expected Annual Measurable Outcomes**

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

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

**Planned Actions/Services**

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

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

**Students to be Served**

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

**Locations**

Identify the location where the action/services will be provided. If the services are provided to all
schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific
schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific
Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high
schools or grades K-8), as appropriate.

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

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

**Students to be Served**

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

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

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

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

**Location(s)**

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

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

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and...
Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

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

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

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

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

**State Priorities**

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards for English Language Arts
   b. Mathematics – Common Core State Standards for Mathematics
   c. English Language Development
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

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

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

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

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 5: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the school days 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 10391.

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).
(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47605.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52052, 52058, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in Education Code Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of those stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?
Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and 52052, as defined in section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education. October 2016
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
## Yuba Environmental Science Charter Academy

**Charter Petition, Exhibit A (Renewal Feb 2018)**

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<td>606,148.00</td>
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### Object Types

- **Common Core Standards**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Personal Salaries**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Special Education**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Common Core Standards**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Supplies**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Special Education**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Books and Supplies**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Common Core Standards**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Supplies**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Books and Supplies**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Total**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

- **Total Expenditures by Object Type and Funding Source**:
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00
  - 150.00

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